

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	<p>Northgate School District will utilize the following methods to understand learning loss that occurred throughout the pandemic: Acadience Diagnostic Tests - an in-depth diagnostic assessment of literacy skills that assists staff in determining reasons why a student may struggle to make reading progress in Kindergarten to Grade 9 and Kindergarten to Grade 2 in Mathematics, via progress monitoring every two weeks; Spring Math Assessments – a RtI system that includes screening, progress monitoring, class-wide and individual math intervention, and implementation and decision-making support. Daily students will work on a task and be assessed weekly. Outcomes will determine how the classroom teacher plans accordingly for the individual student; Locally Developed Assessments -Objective and/or subjective tests developed by the individual grade level teachers that follow the course of content studies that will be assessed and evaluated. Feedback is immediate and ability to provide strategic interventions sooner; and USA Test Prep Assessments - to provide personalized learning and curriculum resources for students in Kindergarten to Grade K-12. Teachers will be able to produce customized assessments, instructional resources, data reports, progress monitoring, and test prep questions.</p>
Chronic Absenteeism	<p>Studies indicate that students and their families have struggled with the pandemic in many areas such as economic and health reasons, online learning – inconsistent access and levels of technology, adult supervision – parents working outside of the home and unable to directly supervise, as well as the disconnect that social distancing has placed on individuals and their families. In a few situations this year, many of these indicators have existed within our District. Beyond diligently requiring daily attendance, Northgate, as part of their Positive Behavior Instructional Support (PBIS) team – with an acronym of FLAMES (Focused Leaders Accountable, Motivated, Extraordinary, Safe). These are the tenants of the program. In doing so, this has also introduced attendance challenges: Attendance Competitions – where students are able to earn within school incentives such as an event, permission to participate in an activity, and lunch, among others. For students who have remained completely virtual and are struggling, school and home connections have arranged a child’s safe return to school, with health, safety and environmental concerns in place. That individual has all day access to teachers, guidance department and technology without having to wait; innovative Middle School Advisory Program, where every middle school student is assigned to a faculty advisor who will serve as that student’s advocate and will meet with their</p>

	Methods Used to Understand Each Type of Impact
	<p>advisory group every day. During this time, the advisor will check in with each student to monitor academic progress and troubleshoot any issues that arise, participate in service projects as a group, complete book discussions, and engage in mindfulness activities.</p>
Student Engagement	<p>The COVID-19 pandemic generated immediate disconnect throughout many avenues of society. Northgate School District maintained open lines of communication in order to gain feedback on supporting student engagement and daily support in various statutory areas. Throughout closures, virtual learning and cohort return to school, the District assessed student engagement needs via surveys provided to parents/guardians and students, daily attendance reports, students academic grades and the local curricular outcomes at all grade levels, including lessons, courses, and programs. Outcome results led to intense focus providing technology as well as wi-fi, food service, Positive Behavioral Instructional Support in Kindergarten – Grade 12, hiring of staff to solely support students in Kindergarten to Grade 2 as reopening in cohorts commenced, increased counselor contact and support sessions, and maintenance of benchmark assessments, increase in progress monitoring and use of multiple literacy and mathematical research-based assessments. In doing so, research indicates that 5 student-driven strategies to improve engagement and motivation leads to time for active collaboration; student roles and responsibilities; structures for student ownership; student engagement monitoring; and rigor of academic tasks.</p>
	<p>During this time, we have learned a great deal about the importance of collaboration. We have found that by working together we can greatly increase our ability to differentiate and meet the needs of more of our students both academically and social emotionally. Concerned over significant interruption to student learning, the Northgate School District School Psychologist continues to/utilized universal screeners and interventions. For many students learning varied greatly in order to indicate learning gained and to what degree. This deters assisting diverse learners, as well as identifying and supporting students in need of special education services. By District procedure, and student’s age/grade level, appropriate research-based benchmark assessments were/will continue to be utilized in content areas, to determine who may need a diagnostic assessment, individualized instruction, and an eligibility evaluation. Using the MTSS framework being presented by PDE in the ESSA Plan as a district/school-wide improvement model, Northgate will support the following objectives using initiatives outlined below: *Implement a well-rounded program of instruction for academic needs of all students. *Curriculum infrastructure based on the principles of UbD. *Assessment system to track standards-aligned student learning outcomes longitudinally. *Alignment of professional learning goals with expected shifts in pedagogy toward culturally responsive, cross-curricular, project-based learning. *Identify students at risk for academic failure. *RTII) system</p>

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	<p>across content areas that deploys S.E. faculty in co-taught push-in environments. *Allotment of an additional common planning period in all S.E. teachers' schedules that will allow them to analyze assessment data for both special/regular education students. *Early Literacy Framework that provides skills-based data on student learning progressions to intervention teams. *Provide additional assistance to students who need help in meeting PA Academic Standards. *Deployment of intervention teams at the elementary and secondary levels that will be charged with remediating content and skills gaps identified in students. *Implement instructional and other strategies to strengthen academic programs and improve school conditions for learning. *Implement a professional learning system that articulates District, school, and classroom goals via periodic/recursive looping of instructional rounds, P.D. *Incorporate curriculum infrastructure and planning tools to design student learning opportunities and assessments. These frameworks and initiatives will be supported through School-wide Positive Behavioral Instructional Supports (PBIS) that also emphasize school safety and positive behavior. Impact of programming will be identified via PBIS surveys. Beginning in the 2021-2022 school year, Northgate will be implementing the Chill Project, Pre-K to Grade 12 in all District buildings. Through Allegheny Health Network, intent is to address mental health, social, pressures and anxiety impact of COVID-19. This is a three year project for students and families to access: One-to-one counseling; Support groups; Medication management; School-Based Outpatient Services; School-Wide Preventive Services; Professional Development Opportunities; A social-emotional curriculum and classroom consultations; School Community access and support. Program provides a Licensed Clinician and Behavior Educator. Support staff: Classroom teachers/S.E./T.A's, guidance, & nurses will continue to provide support via: Office Hours; Team Planning; Individual Check-Ins with Students; PD; and end-of-week evaluation of student work samples/refinement of learning plans. Counselors support via meetings with students and parents/guardians, email, phone call check-ins, zoom meetings/video chats as necessary, announcements (schedule appointments, study tips, mindfulness ideas), parent resources, compassion, and career readiness.</p>
Other Indicators	N/A

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Strategies utilized for students with disabilities to identify and measure impacts include: Scientific approaches to teaching Reading – 1. Orton Gillingham (OG3D) – a multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction. 2. NewsELA – an adaptive literacy program that includes cultural relevant social studies text selections within English language arts skills: digital Social Studies/Language Arts resource, resource may be adapted and modified per individual level, and utilized to build ELA/Social Studies curriculum. 3. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills. Scientific approach to teaching Math – 1. Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels.</p>
	<p>Strategies utilized for students from low-income families to identify and measure impacts include: Scientific approaches to teaching Reading – 1. Orton Gillingham (OG3D) – a multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction. 2. NewsELA – an adaptive literacy program that includes cultural relevant social studies text selections within English language arts skills: digital Social Studies/Language Arts resource, resource may be adapted and modified per individual level, and utilized to build ELA/Social Studies curriculum. 3. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills. Scientific approach to teaching Math – 1. Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels.</p>
	<p>Strategies utilized for other groups disproportionately impacted by the pandemic that have been identified by the LEA to identify and measure impacts include: Scientific approaches to teaching Reading – 1. Orton Gillingham (OG3D) – a multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction. 2. NewsELA – an adaptive literacy program that includes cultural relevant social</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>studies text selections within English language arts skills: digital Social Studies/Language Arts resource, resource may be adapted and modified per individual level, and utilized to build ELA/Social Studies curriculum. 3. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills. Scientific approach to teaching Math – 1. Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels.</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
<p>Strategy #1</p>	<p>Academic strategies that Northgate School District has utilized are: 1. Heggerty – a phonemic awareness curriculum that focuses on eight phonemic awareness skills, as well as activities that build letter and sound recognition and language awareness. Length of curriculum is thirty-five weeks, and requires approximately 15 minutes of classroom time. The District utilizes Heggerty as a Tier I program in Kindergarten, 1st and 2nd grades; 2. Orton Gillingham (OG3D) – a multisensory structured language approach where Phonology and Phonological Awareness, Sound - Symbol Association, Syllable Instruction, Morphology, Syntax and Semantics are taught. Instruction occurs via Simultaneous, Multisensory visual / auditory, kinesthetic-tactile; Systematic and Cumulative; Direct Instruction; Diagnostic Teaching; as well as Synthetic and Analytic Instruction; 3. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are</p>

	Strategy Description
	conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills.

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:**

N/A

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.**

N/A

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<p>During this time, we have learned a great deal about the importance of collaboration. We have found that by working together we can greatly increase our ability to differentiate and meet the needs of more of our students both academically and social emotionally. Concerned over significant interruption to student learning, the Northgate School District School Psychologist continues to/utilized universal screeners and interventions. For many students learning varied greatly in order to indicate learning gained and to what degree. This deters assisting diverse learners, as well as identifying and supporting students in need of special education services. By District procedure, and student's age/grade level, appropriate research-based benchmark assessments were/will continue to be utilized in content areas, to determine who may need a diagnostic assessment, individualized instruction, and an eligibility evaluation. Using the MTSS framework being presented by PDE in the ESSA Plan as a district/school-wide improvement model, Northgate will support the following objectives using initiatives outlined below: *Implement a well-rounded program of instruction for academic needs of all students. *Curriculum infrastructure based on the principles of UbD. *Assessment system to track standards-aligned student learning outcomes longitudinally. *Alignment of professional learning goals with expected shifts in pedagogy toward culturally responsive, cross-curricular, project-based learning. *Identify students at risk for academic failure. *RTII) system across content areas that deploys S.E. faculty in co-taught push-in environments. *Allotment of an additional common planning period in all S.E. teachers' schedules that will allow them to analyze assessment data for both special/regular education students. *Early Literacy Framework that provides skills-based data on student learning progressions to intervention teams. *Provide additional assistance to students who need help in meeting PA Academic Standards. *Deployment of intervention teams at the elementary and secondary levels that will be charged with remediating content and skills gaps identified in students. *Implement instructional and other strategies to strengthen academic programs and improve school conditions for learning. *Implement a professional learning system that articulates District, school, and classroom goals via periodic/recursive looping of instructional rounds, P.D. *Incorporate curriculum infrastructure and planning tools to design student learning opportunities and assessments. These frameworks and initiatives will be supported through School-wide Positive Behavioral Instructional Supports (PBIS) that also emphasize school safety and positive behavior. Impact of programming will be identified via PBIS surveys. Support staff: Classroom teachers/S.E./T.A's, guidance, & nurses will continue to provide support via: Office Hours; Team Planning; Individual Check-Ins with Students; PD;</p>

	Strategy Description
	and end-of-week evaluation of student work samples/refinement of learning plans. Counselors support via meetings with students and parents/guardians, email, phone call check-ins, zoom meetings/video chats as necessary, announcements (schedule appointments, study tips, mindfulness ideas), parent resources, compassion, and career readiness.

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:**

N/A

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.

N/A

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	N/A

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:

N/A

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:**

N/A

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 pandemic has caused a disruption in learning for many of our students, and we are acutely aware of the needs that must be met in the upcoming school year. We have been working to ensure that plans are in place and additional resources are available to meet the needs created by this unprecedented time. Use of ARP ESSER funds planning began in April 2021 with administration reviewing academic student progress – Pre-K to Grade 12 - from virtual to in-person return cohort learning. Ongoing meetings with educators by grade level and subject groups led individual and group discussions on student need, the effects of learning loss, mitigation of the social and emotional impact on students, families, staff, and the community. To gain insight on these barriers surveys were conducted for parents/guardians regarding school schedules, technology needs, nutrition support, and content materials/supplies. The District hosted online parent/guardian interest group meetings, including individual meetings with parents/guardians of students with special needs (within the District and outside placement, English learners, homeless) and modifications/adaptations in place, what should be in place, and changes as they arise. Social media, District website, letters to families and emails have also been utilized. From these initial meetings and input, administration identified specific strategies to address learning loss recovery in May 2021. The Board of School Directors gathered in its Education Committee to discuss proposed learning loss presented by administration and presented to the public at its May 3, 2021 Committee of the Whole Meeting with public commentary. Discussion was held to commence summer compensatory programming for elementary students, out of district placements, credit recovery, learning loss recovery camp for middle school and rising high school students, professional development for staff, and technology upgrades, as well as progress monitoring, after school tutoring in 2021-2022, reading/math support staff, data team meetings, resources

and intervention programs, as well as social/emotional support within the schools daily. Learning loss recovery was approved by the School Board at its May 10, 2021 meeting. Ongoing communication continues between administration, staff, technology support, as well as parents/guardians, with changes made accordingly.

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)**

Stakeholder input from faculty, parents/guardians & administration led Northgate School District to identify key areas that identify specific areas of focus in supporting student needs: Academic impact of lost instructional time; chronic absenteeism, student engagement, and social-emotional well-being. Academic impact of lost instructional time addressed via acadience diagnostic assessments, Spring Math assessments, locally developed assessments, USA Test Prep. Teachers will produce customized assessments, instructional resources, data reports, progress monitoring and test prep questions. Feedback indicated chronic absenteeism resulted from economic/health reasons, online learning – inconsistent access to technology, supervision, and disconnect that social distancing placed on students/families. Factors led to District reviewing and revising PBIS plans. Revisions led to attendance challenges, competitions, more technology support (hardware and software), more guidance counselor support – academically, socially, emotionally, faculty advisory groups, service projects, and mindfulness activities. Student engagement concerns/needs led to intense focus providing technology/wi-fi, food service, PBIS in K-12, staff hires to support students in K-2, increased counselor contact/support sessions, maintenance of benchmark assessments, increase in progress monitoring and use of multiple literacy and mathematical research-based assessments. Social-emotional well-being supported using the MTSS framework as district/school-wide improvement model, to support the following objectives:

- *Implement a well-rounded program of instruction for academic needs of all students.
- *Curriculum infrastructure based on principles of UbD.
- *Assessment system to track standards-aligned student learning outcomes longitudinally.
- *Alignment of PL goals with expected shifts in pedagogy toward culturally responsive, cross-curricular learning.
- *Identify students at risk for academic failure.
- *MTSS system across content areas that deploys S.E. faculty in co-taught push-in environments.
- *Allotment additional common planning period in all S.E. teachers' schedules to analyze assessment data for special/regular ed. students.
- *Early Literacy Framework that provides skills-based data on student learning progressions to intervention teams.
- *Provide additional assistance to students who need help in meeting PA Academic Standards.
- *Deployment of intervention teams at elementary/secondary levels charged with remediating content and skills gaps identified in students.
- *Implement instructional/other strategies to strengthen academic programs and improve school conditions for learning.
- *Implement a professional learning system that articulates District, school, & classroom goals via periodic/recursive looping of instructional rounds, P.D.
- *Incorporate curriculum infrastructure & planning tools to design student learning opportunities & assessments. Frameworks and initiatives supported through PBIS.

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)**

Use of ARP ESSER funds planning began in April 2021 with administration reviewing academic student progress – Pre-K to Grade 12 - from virtual to in-person return cohort learning. Ongoing meetings with educators by grade level and subject groups led individual and group discussions on student need, the effects of learning loss, mitigation of the social and emotional impact on students, families, staff, and the community. To gain insight on these barriers surveys were conducted for parents/guardians regarding school schedules, technology needs, nutrition support, and content materials/supplies. The District hosted online parent/guardian interest group meetings, including individual meetings with parents/guardians of students with special needs (within the District and outside placement, English learners, homeless) and modifications/adaptations in place, what should be in place, and changes as they arise. Social media, District website, letters to families and emails have also been utilized. From these initial meetings and input, administration identified specific strategies to address learning loss recovery in May 2021. The Board of School Directors gathered in its Education Committee to discuss proposed learning loss presented by administration and presented to the public at its May 3, 2021 Committee of the Whole Meeting with public commentary. Discussion was held to commence summer compensatory programming for elementary students, out of district placements, credit recovery, learning loss recovery camp for middle school and rising high school students, professional development for staff, and technology upgrades, as well as progress monitoring, after school tutoring in 2021-2022, reading/math support staff, data team meetings, resources and intervention programs, as well as social/emotional support within the schools daily. Learning loss recovery was approved by the School Board at its May 10, 2021 meeting. Ongoing communication continues between administration, staff, technology support, as well as parents/guardians, with changes made accordingly.

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.

Northgate School District takes the responsibility of addressing the needs of our students very seriously, and plans to implement the best possible programming for the year to come. Stakeholder input and Board of School Director s approval ensures that plans are in place and additional resources are available to meet the needs created by this unprecedented time. Learning loss recovery begins summer 2021 with Credit Recovery Summer School Waterfront Learning. Academically at risk students will report to Northgate Middle/High School to complete coursework in order to maintain academic and grade level status within their cohorts. Middle/High School staff will assist and guide students toward successful completion within a timeframe; Learning Loss Summer Camp for rising 7th, 8th, and 9th graders, for two weeks, prior to the beginning of the upcoming school year to introduce academic, positive behavioral instructional support (PBIS), Advisory Council - for all middle/high school students and statutory area expectations; Staff Professional Development - restructuring of MTSS and revision of data team meetings, Spring Math, LETRS Training for fundamental skills of reading instruction The upcoming school year includes the following programs in place: after school tutoring four days a week, thirty-six weeks in all District buildings and with after school nutrition; Spring Math in Grades 3-Algebra 1 – comprehensive MTSS system that includes screening, progress monitoring (K-8), class-wide and individual math intervention, and implementation and decision-making support along with professional development.; NewsELA, Edgenuity, Open Up Resources – digital resources that may be adapted/modified per individual level, providing interactive lessons and social interactions; Elementary Math Support–personnel to support student achievement with special attention to Tier II and III instruction. Interventions provides individual or small group instruction to students who are struggling academically; Secondary Reading Support – personnel to support students having experienced learning loss/difficulty with fundamental reading/writing skills - decoding, fluency, vocabulary, sentence construction and cohesion, comprehension, reasoning and background knowledge; Online Teachers – Primary/Intermediate for K-2, 3-4, and 5-6 students electing to remain online for health/safety concerns. They will follow the same pacing and curriculum as students attending in person. Areas of focus in literacy and mathematics; increased progress monitoring - a system of assessment and progress monitoring in each building (Acadience, Spring Math, eSpark) supported by the Allegheny Intermediate Unit 3; Substitutes for Data Team Meetings– District-Wide – to support staff professional development, student interventions and progress monitoring review; Student Materials–textbooks for 11th and 12th students for College in the High School freshman level courses; EdInsight–data analysis repository tool.

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.

Opportunity to learn measures to ensure productivity for Northgate School District students/staff include: GoGuardian Classroom Management/Offsite Chromebook Filtration - Web filtering for chromebooks. Classroom management feature to monitor/control student activity during class/out of class. Provides student safety; GSuite Enterprise for Education full domain upgrade-Gsuite to enhance full domain of online learning; Replacement Tech Devices for students, teachers, staff/administrators-iPads, laptops, personal computers, workstations, & Chromebooks.; Security camera repair/replacement–health and safety reasons; 1:1 Device repair costs; Classroom Display Project–this is to replace aging projector fleet in classrooms at the elementary, middle/high school levels; Network Cabling Infrastructure Project; and Network Switching Purchase. Diverse Equity Instruction-PD to create a more equitable and inclusive climate & on policies & cultural diversity. Upgrades that improve student health, safety, academic performance: Currently, the HVAC system at Northgate School District is being controlled primarily through the use of a Pneumatic system. In the early 1980's these types of control systems were starting to be phased out by DDC systems. Where the Pneumatic system was functional for general control of the HVAC systems, its inability to adjust air flows for the purpose of maintaining CO2 levels, while still controlling energy usage when areas are unoccupied. The following are advantages that will detail the importance of why upgrading the system to DDC Controls will help with providing a safe learning environment: 1.Comfort: due to the inherently faster response time of electrical signals to compressed air, digital controls provide a tenant with much tighter thermal comfort control. DDC systems allow for automatic adjustments to air flows within the classrooms increasing the number of air exchanges per hour. 2.Decreased Operating Costs: remote monitoring of DDC controls means facilities personnel can view and change HVAC status and set points - including damper and valve positions, heating and cooling stages, and space temperature set points while both on and off site. 3.Automated Control for Energy Savings: when a base building system is provided with DDC controls, sequences of operations can be programmed to control equipment in a more optimized manner. Sensors monitor multiple conditions and can change operation to decrease energy consumption while optimizing comfort and safety. Some typical programmed sequences are optimum start/stop modes, economizer modes, CO2 level monitoring and temperature reset schedules. 4.Digital Interface: since DDC controls interface with a building's automation system, maintenance personnel can tap into the diagnostics from their central location or remotely through a digital interface. 5.Decreased Maintenance: with DDC controls, building maintenance personnel's time spent less on equipment & more on base building systems.

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)

Northgate SD’s plan is based on PA Essential Practices for Schools: Focus on Continuous Improvement of Instruction; Empower Leadership; Provide Student-Centered Support Systems; & Foster Quality Professional Learning. ATSI plan includes a robust PBIS plan, the development of MTSS supports in ELA/Math, & consultation with IU3 for PD & plans to implement evidence-based interventions for math performance, ELA performance, & attendance. Through quarterly data team meetings, teachers in the ELA department will implement individualized assessments (USA test prep) to improve readiness for state assessments & differentiate instruction based upon student need in the area of ELA. Through these meetings & USA Test Prep, common assessments, & NewsELA assessments, students will improve their proficiency on the local assessments by 4%. Teachers implement progress monitoring via Acadience to increase the number of targeted students identified. Through MTSS, the faculty will use the assessment data in the quarterly meetings to determine what students are on track & students that need more support. We will identify students at least once every quarter. Via data meetings teachers in the math department will implement individualized assessments (USA test prep) for state assessment readiness & differentiate instruction based upon student need. Through the use of quarterly data team meetings & use of USA Test Prep, common assessments, & Khan Academy assessments, students will improve proficiency on local assessments by 4%. Teachers will implement progress monitoring through Spring math to increase number of targeted students identified. Through MTSS, faculty will use assessment data to determine students on track & students who need more support. We will identify students at least once every quarter. For attendance, Northgate, as part of their Positive Behavior Instructional Support (PBIS) team, developed the acronym FLAMES (Focused Leaders Accountable, Motivated, Extraordinary, Safe). These are the tenants of the program. This has also introduced attendance challenges: Attendance Competitions – to earn school incentives (event, activity, & lunch). For virtual students struggling, school & home connections have arranged a child’s safe return to school, with health, safety, environmental concerns in place; access to teachers, guidance department, & technology. All students have access to the Middle School Advisory Program, where every middle school student is assigned to a faculty advisor who will serve as that student’s advocate & will meet with their advisory group every day. During this time, the advisor will check in with each student to monitor academic progress & troubleshoot any issues that arise, participate in service projects as a group, complete book discussions, & engage in mindfulness activities. Faculty advising at high school level begins Fall 2021 with students having access to mindfulness activities, social/emotional learning, & academic support.

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.**

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	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,874,868	20%	574,974

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)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>To collect and analyze data regarding student learning loss, the following strategies will be utilized, for all students and adapted/modified as necessary: Reading: 1. NewsELA – an adaptive literacy program that includes cultural relevant social studies text selections within English language arts skills: digital Social Studies/Language Arts resource, resource may be adapted and modified per individual level, and utilized to build ELA/Social Studies curriculum. 2. Acadience Diagnostic Assessment - practices and measures to evaluate early literacy skills in Kindergarten to Grade 6. Assessments are conducted two to three times per year and as deemed necessary to monitor early literacy/reading skills (DIBELSNext, OG3D, Wilson Foundations). In the area of Mathematics: 1. Spring Math – Kindergarten to Grade 8 - this will assist in determining who may require math interventions. Daily, students will work on a task and be assessed weekly. Outcome will determine how the classroom teacher plans accordingly for the individual student. Content covers elementary to Algebra I curriculum and professional development for staff within those grade levels 2. eSpark – a differentiated learning platform for Pre-K – Grade 5 in math and reading classrooms, providing assignments that allow teachers to select skills for targeted practice based on weekly suggestions; Locally Developed Assessments -Objective and/or subjective tests developed by the individual grade level teachers that follow the course of content studies that will be assessed and evaluated. Feedback is immediate and ability to provide strategic interventions sooner; and USA Test Prep Assessments -to provide personalized learning and curriculum resources for students in Kindergarten to Grade K-12. Teachers will be able to produce customized assessments, instructional resources, data reports, progress monitoring and test prep questions; as well as Open Up Resources - Curriculum materials to promote educational equity for all students. Funding will provide digital and print materials, manipulative kits, and integrations with learning management support systems (documentation, tracking, reporting, automation and delivery of educational courses). Open Up Resources fill learning gaps, provide</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
	interactive lessons and social interactions , as well as access to rigorous, standards of practice in PA Core for students and teachers.
Opportunity to learn measures (see help text)	Opportunity to learn measures to ensure productivity for Northgate School District students and staff include: GoGuardian Classroom Management and Offsite Chromebook Filtration - Web filtering for chromebooks. Classroom management feature where staff will be able to monitor and control student activity during class and out of class. Provides student safety; GSuite Enterprise for Education full domain upgrade - Gsuite will be utilized in order to enhance the full domain of online learning; Replacement Technology Devices for students, teachers, staff and administrators. This consists of iPads, laptops, personal computers, workstations, and Chromebooks.; Security camera repair and replacement – health and safety reasons; 1:1 Device repair costs; Classroom Display Project – this is to replace aging projector fleet in classrooms at the elementary, middle/high school levels; Network Cabling Infrastructure Project; and Network Switching Purchase.
Jobs created and retained (by number of FTEs and position type) (see help text)	Northgate School District intends to create the following positions in order to continuously monitor progress, adjust strategies, as well as collect and analyze data with: Secondary reading specialist - to plan, teach, and evaluate instruction for students having experienced learning loss/difficulty with fundamental reading/writing skills - decoding, fluency, vocabulary, sentence construction and cohesion, comprehension, reasoning and background knowledge.; Two math interventionists at the elementary level that will support student achievement with special attention to Tier II and III instruction. Interventions provide individual or small group instruction to students who are struggling academically.; Online Teachers – Primary & intermediate Levels - Northgate School District's goal is to provide funding for three teachers for K-2, 3-4, and 5-6 students electing to remain online for health/safety concerns. They will receive five half-day live instruction and five half-day tutorial instruction follow the same pacing and curriculum as students attending in person, & virtual support (counselor, nurse) to maintain continuity of education & connectivity to their school community. Areas of focus in literacy (Heggerty, Decodable Text) and mathematics (eSpark).; and Director of Partnerships and Equity - This position will establish and maintain partnership with Allegheny General Hospital Suburban location and Innovation Works. AlphaLab Health. At the Bellevue, PA location, startup companies will be leased space for community health and innovation. Collaboration with Allegheny Health Network will provide project based learning, future job exploration as well as employment opportunities for students.
	Northgate School District will begin a multitude of programs that will assist students, if necessary, in all statutory areas: after school tutoring will be provided for three years, four days per week for the entire school year; progress monitoring will continue to occur for all students in Kindergarten

	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>to Grade 12 to assess students' academic performance throughout the year toward goals and response to instruction utilizing research-based assessments - DIBELS Next, Wilson Foundations, OG3D, etc.; Credit Recovery Summer School - where credit recovery will occur via Waterfront Learning (provided by our local AIU3). Academically at-risk students will report to Northgate Middle/High School to complete coursework in order to maintain academic and grade level status within their cohorts. Middle/High School staff will assist and guide students toward successful completion within a timeframe; Learning Loss Summer Camp - for rising 7th, 8th, and 9th graders, for two weeks, prior to the beginning of the upcoming school year to introduce academic, positive behavioral instructional support (PBIS), Advisory Council - for all middle/high school students and statutory area expectations.</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

\$2,876,914.00

Allocation

\$2,876,914.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$457,413.00	Funding includes salaries of secondary reading support, two elementary math support, three elementary online teachers in FY 2022; learning loss summer camp teachers in FY 2023 and 2024, afterschool tutoring teachers in FY 2023 and FY 2024; substitutes for staff attending data team meetings, and credit recovery teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$231,818.13	Funding includes benefits for secondary reading support, two elementary math support support, three elementary online teachers in FY 2022; learning loss summer camp teachers in FY 2023 and FY 2024; afterschool tutoring

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Function	Object	Amount	Description
			teachers in FY 2023 and FY 2024; substitutes for teachers attending data team meetings, and credit recovery teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$92,903.99	Purchased services for credit recovery coursework for students academically at risk to maintain and accelerate academic and grade level status eithin cohorts - Summer 2021, 2022, 2023.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$11,000.00	Teacher training in FY 2022, including professional development for school psychologist, LETRS training for MS teachers, Spring Math, and OG3D training for secondary reading support staff.
			EdInsight data analysis tool; eSpark PreK-5 differentiated learning platform in math and reading classrooms in FY 2022; Spring Math comprehensive MTSS system, including screening, progress monitoring, classwide and individual math intervention, and implementation and decision-making

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$416,780.00	support in FY 2022; replacement technology devices for administration, teachers, staff, and students; Allegheny Health Network (AHN) Chill project materials in full year 2022; Open Up Resources 7th and 8th grade math and curriculum materials to promote educational equity for all students in full year 2022; and NewsELA adaptive literacy program that includes culturally relevant social studies text selections within English language arts skills.
1000 - Instruction	600 - Supplies	\$44,000.00	Progress monitoring tools for K-12 to assess students' academic performance throughout the year toward goals and response to instruction utilizing research-based assessments. Cost will replenish existing program monitoring tools (DIBELS Next, Wilson Foundations, OG3D, etc.). Tools include Spring Math K-8 to assist in determining who may require math interventions. Daily students will work on a task and be assessed weekly. Outcome will

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Function	Object	Amount	Description
			<p>determine how the classroom teacher plans accordingly for the individual student. Price includes elementary to Algebra I curriculum and professional development for staff within those grade levels. Tools also include Acadience progress monitoring tool in FY 2022.</p>
1000 - Instruction	600 - Supplies	\$15,000.00	<p>Grade level textbooks for students required by Community College of Allegheny County (CCAC) for freshman level courses.</p>
		\$1,268,915.12	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,876,914.00

Allocation

\$2,876,914.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
3100 - Food Services	500 - Other Purchased Services	\$10,000.00	After school nutrition services for students attending after school tutoring, for three years at a cost of \$3,333,33 per year.
			Funding utilized for upgrades to the HVAC system that will improve student health, safety, and academic performance in a safe learning environment: 1.Comfort: due to the inherently faster response time of electrical signals to compressed air, digital controls provide a tenant with much tighter thermal comfort control. DDC systems allow for automatic adjustments to air flows within the classrooms increasing the number of air

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Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	500 - Other Purchased Services	\$1,007,400.08	<p> exchanges per hour. 2.Decreased Operating Costs: remote monitoring of DDC controls means facilities personnel can view and change HVAC status and set points - including damper and valve positions, heating and cooling stages, and space temperature set points while both on and off site. 3.Automated Control for Energy Savings: when a base building system is provided with DDC controls, sequences of operations can be programmed to control equipment in a more optimized manner. Sensors monitor multiple conditions and can change operation to decrease energy consumption while optimizing comfort and safety. Some typical programmed sequences are optimum start/stop modes, economizer modes, CO2 level monitoring and temperature reset schedules. 4.Digital Interface: since DDC controls interface with a building's automation system, maintenance personnel can tap into </p>

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Function	Object	Amount	Description
			<p>the diagnostics from their central location or remotely through a digital interface.</p> <p>5. Decreased Maintenance: with DDC controls, building maintenance personnel's time is spent less on equipment and more on the base building systems.</p>
2200 - Staff Support Services	400 - Purchased Property Services	\$15,000.00	<p>Stated amount is utilized for 1:1 device repair</p> <p>Costs/replacements for three years (\$5,000 per year and approximately \$250 per) for online learning.</p>
2200 - Staff Support Services	600 - Supplies	\$133,715.00	<p>Stated amount is utilized for technology as the District prepares to accelerate learning with full in person return and for students who remain remote for health and safety concerns.</p> <p>Funding utilized for:</p> <p>GoGuardian Classroom Management and Offsite Chromebook Filtration - this is for three years \$43,545 (\$14,175, \$14,685, \$14,685); GSuite Enterprise for Education full domain upgrade for three</p>

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Function	Object	Amount	Description
			years \$29,250 (\$9,750 per year); Classroom Display Project - two year project to replace aging projector fleet in classrooms \$60,920 (Year 1 \$29,700 Middle/High School, Year 2 \$31,220 Elementary Schools).
2200 - Staff Support Services	700 - Property	\$361,383.80	Network Cabling Infrastructure Project - two years - \$199,100.58 (\$18,249.26, \$180,851.32); and Network Switching Purchase - two years - \$162,283.22 (\$10,862, \$151,421.22).
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$33,000.00	Funding utilized for salary of Director of Partnerships and Equity in collaboration with community organizations to provide project based learning, future job exploration, as well as employment opportunities for students.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$22,000.00	Funding utilized for benefits of Director of Partnerships and Equity.

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Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$5,500.00	Board of Directors Leadership Training series provided via Templeton Advantage.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	Diverse Equity Instruction-PD to create a more equitable and inclusive, safe school climate for preK-12 schools (\$1,500), Includes professional development/consultation for staff, activities for students, supplies, facilitator cost (\$8,500 - total for three schools - \$10,000), as well as consultation (speaker) on policies & cultural diversity (total \$10,000) .
		\$1,607,998.88	

**Project #: 223-21-0303
Agency: Northgate SD
AUN: 103026873
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,000.00	\$0.00	\$59,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$457,413.00	\$231,818.13	\$103,903.99	\$0.00	\$0.00	\$416,780.00	\$0.00	\$1,209,915.12
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$20,000.00	\$15,000.00	\$0.00	\$133,715.00	\$361,383.80	\$530,098.80

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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
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$33,000.00	\$22,000.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,500.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
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	\$1,007,400.08	\$0.00	\$0.00	\$1,007,400.08

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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
	\$490,413.00	\$253,818.13	\$129,403.99	\$15,000.00	\$1,017,400.08	\$609,495.00	\$361,383.80	\$2,876,914.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,876,914.00