

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

### **LEA ARP ESSER APPLICATION**

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

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

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

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

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

#### **Indicators of Impact**

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

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

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	We continue to learn about the academic impact of COVID-19 on our students. We are currently and will continue monitoring STAR Assessment data (3 times/year), Acadience Data (3 times/year), curriculum assessments in our professional learning communities to understand where students are academically and identifying what content is essential to ensure their academic journey equips them for a competitive world.
<b>Chronic Absenteeism</b>	We continue to engage families when chronic absenteeism is a concern using a truancy elimination plan, our social worker and various resources. COVID-19 quarantines continue to be an issue for many families and students. Our Virtual Learning Case Managers at each level monitor virtual learning students and quarantined students to ensure families have what they need when using our virtual learning platform.
<b>Student Engagement</b>	We continue to redefine student engagement through the identification of non-content skills such as habits of mind and career readiness through our grade level team professional learning community work. Students also participate in the Pupil Attitudes to Self and School (PASS) survey in grades 4 to 12. This assessment identifies various considerations for a lack of motivation and engagement at school. These considerations can then be tackled within our multi-tiered system of support for academics and social emotional/behavioral supports.
<b>Social-emotional Well-being</b>	Our multi-tiered system of support for social emotional/behavioral learning includes the Jesse Lewis Choose Love Enrichment Program delivered to all students by faculty from K-12. Students focus on courage, gratitude, forgiveness and compassion throughout the school year as they learn to self-manage their emotions and reactions to their environment. The PASS assessment in conjunction with our social emotional learning program continues to help us gain an understanding of our student body and their needs.
<b>Other Indicators</b>	The impact on our faculty and staff is in the forefront of our response as well. We continue to use teacher efficacy and collective efficacy measures along with professional learning community growth measures to identify and support staff needs.

**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
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>The constraints of the pandemic enabled some families to choose remote learning and disconnect from their child's educational needs. As these students are reconnected to the school community through in-person learning, our multi-tiered system of support along with our pupil services team will focus on identified families/students. Strategies for intervention in tiers 2 and 3 will involve our licensed professional counselor, our social worker and social emotional/behavioral specialist to reengage the family and the student. Students who remain in the virtual environment have check in requirements as well as attendance and grade expectations. Our Pupil Services Team tracks their progress academically and with mental health check ins.</p>
<p>Students from low-income families</p>	<p>Through our professional learning communities, faculty will differentiate instruction to meet the needs of our learners. Personalized Learning Coaches work with faculty to assist in research based strategies to personalize student learning. Student achievement and growth will be measured using Acadience, STAR and common formative assessments with enrichment and remediation time embedded.</p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Through our professional learning communities, faculty will differentiate instruction to meet the needs of our learners. Personalized Learning Coaches and Special Education Faculty work with General Education Faculty to assist in research based strategies to personalize student learning. Student achievement and growth will be measured using Acadience, STAR and common formative assessments with enrichment and remediation time embedded.</p>

**Reflecting on Local Strategies**

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

	Strategy Description
<b>Strategy #1</b>	Through the use of recent and ongoing funding, the district has implemented a multi-tiered system of support for social emotional/behavior needs. The Pupil Services team which includes our school psychologist, social emotional/behavioral specialist, social worker, licensed professional counselor, director of student services and guidance counselors, has been able to assist students who have disconnected from school regardless of the reason and reengage them in their school and ultimately in their future.

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:**

The district is able to provide services it never had before in the area of mental health services.

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities)

eligible under the Individuals with Disabilities Education Act (IDEA))

- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students who have experienced the lost of a loved one during COVID and the issues that arise for a child as a result.

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

	Strategy Description
Strategy #2	Through the use of recent and ongoing funding, the district has implemented a multi-tiered system of support for academic needs. The Academic Support team which includes our director of curriculum and development, 9 personalized learning coaches, and building administrators, has been providing professional development for faculty to strengthen their capacity to differentiate instruction for students through the lens of their professional learning communities. The district uses the DuFour model of PLCs. Our post pandemic academic needs truly resemble an hour glass rather than a traditional MTSS triangle.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

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

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

Students who have experienced the lost of a loved one during COVID and the issues that arise for a child as a result.

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

	Strategy Description
Strategy #3	

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

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

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

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

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

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

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

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

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

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

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

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

Prior to the pandemic, the district had finished a comprehensive plan journey which included input from various constituents (parents, community members, faculty, board, administration and employees) during the 2019-2020 school year. The identified district needs/goals were: 1. Fostering a culture of professional collaboration: Focus on continuous improvement of instruction and empower leadership. Through the Professional Learning Communities (PLC) process, a culture of collaboration and continuous improvement will develop over the next three years as evidenced by an increase in the number of teams / schools moving toward sustaining and exemplary on the measurement tool. 2. Google integration across all instructional roles 3. Consideration and development of a MTSS – Social emotional learning and restorative practices. 4. Review of Curriculum and further Curriculum Development These needs were intensified by the pandemic experience and are more of a priority post pandemic to address the needs of the whole child. Through board presentations, discussions and parent focus groups, the district leadership team identified the following areas for the 21-22 school year: The PLC Process - specifically using data to inform instruction and personalize learning, strategies to differentiate instruction / personalize learning (noted a need for more professional learning support for teachers). This is consistent with the PLC survey teachers completed in June 2020. MTSS - Gain a better understanding of interventions and extensions within each level of the multi-tiered system of support (academic and social- emotional-behavioral) Mental Health Needs - trauma-informed practices, suicide prevention, diversity awareness, gender preference, mindfulness practices, general mental wellness for students and adults Google/Technology for Learning - Level 1 and 2 Certification, personalized support with Google apps and other online instructional tools These focus areas were shared with the board again in November, 2021, as part of the district's operational plan for 2021-2022.



## **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)**

As discussed above, board presentations and discussions will provide check points for progress and continual opportunities for public input. Parent focus groups are brought together over the summer recess to discuss comprehensive plan progress and next steps as well. Data from our evaluation measures such as teacher efficacy, collective efficacy, professional learning community, Acadience, PASS, STAR assessments, etc. will be shared to monitor progress of identified goals and action plans.

## **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)**

In January, 2021, the district discussed our three year plan with the board and the public. Parent focus groups were held in July, 2021. After grant approval, the three year plan will be posted on our district website. In addition, a presentation with voice over explanation will be posted that walks through the plan at a school year glance. Virtual meetings will be offered for parents and community members in the second semester of the 2021-2022 school year.

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

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

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

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

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

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

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

The response must include:

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

The district is engaging in the DuFour Model of Professional Learning Communities to improve student achievement across our system within our multi-tiered system of academic support. A professional learning community (PLC) is defined as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve (DuFour et al., 2011). The district has identified personalized learning coaches who will work alongside the faculty to assist with the PLC process and be part of the academic team led by our director of curriculum and development. The PL Coaches will also assist faculty in engaging students through the lens of personalized learning when addressing questions 3 and 4 of the DuFour Model (what do you do when they are learning and what do you do when they do not). The implementation of the PLC process with fidelity will support each student in their individual learning loss at the tier one level. Through our multi-tiered system of support for academics, students identified for strategic/intensive interventions in tiers 2 and 3 will be also be supported with additional instruction during the school day. Measurement of the impact of our PLC work will be based on STAR Assessment data (3 times/year), Acadience Data (3 times/year), and curriculum assessments designed by faculty to meet course non-negotiable content.

**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.

Remaining funds will be used to ensure the continuity of services, access to instruction, and that schools remain open for in-person instruction. Approximately 4% of our student population chose all virtual instruction for the 2021-2022 school year. The district has used grant monies to support course costs and students in the virtual environment through two Virtual Learning Case Managers. The VL Case Managers connect with virtual students and their families on a regular basis while monitoring grades, participation and attendance. Additionally, the district has provided an Instructional Technology Coach for our faculty as they strengthen their Google presence and use of google tools in the delivery of instruction.

Monies are also included for Chromebook repairs, equipment and purchases for virtual learning. The district allocated monies to expand the pupil services team which now includes a school social worker and licensed professional counselor. The full pupil services team has built our multi-tiered system of support for social emotional/behavioral support to address student needs including but not limited to mental health, homelessness, loss of a loved one due to covid, lack of engagement in school, absenteeism, etc. We have added a dean of students to assist with the implementation of restorative practices at the middle school. The director of curriculum and development is building our multi-tiered system of support for academics in response to our pre-pandemic and post-pandemic needs. Additionally, summer and after school learning programs for students still experiencing academic achievement gaps will be available with transportation. Finally, grant funds will also be used to support cleaning and sanitizing needs to keep our schools open and healthy, storage for furniture and equipment removed from classrooms for social distancing, additional water bottle fountains, reallocating physical space for social distancing to provide safe and healthy places for learning, and air quality system improvements.

**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)**

N/A

**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.**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	1,460,199	20%	292,040

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

**Section IV: Monitoring and Measuring Progress**

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

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

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Student success will be measured through three different lenses – 3 times/year Acadience (K-5), 3 times/year STAR (K-9), each broken down by virtual learning, special education and economically disadvantaged. The third measure will be Professional Learning Communities course data in 22-23 and 23-24. Additionally, the Pupil Attitudes to Self and School (PASS) survey (4-12) which provides teachers with highly reliable and valid information into how students feel about themselves as a learner and how they feel about school. In combination with the academic assessment data, PASS allows us to detect possible barriers to student learning, including issues around confidence, resilience, and even motivation. The PASS survey will allow our school to proactively address issues and barriers to learning, which can compromise the wellbeing and academic success of our students. High school students will also participate in a Personalized Learning Profile (9-12) to increase the district's understanding of how to personalize learning for each child.
<b>Opportunity to learn measures (see help text)</b>	Faculty will become Google Level 1 Certified by June of 2022 and Google Level 2 certified by June of 2024. Additionally, faculty will demonstrate their growth through the following measures: May 2022 –Personalized Learning Survey and Professional Learning Communities Self-Assessment, January 2023 - Teacher self & collective efficacy, PLC Questions, May 2024 - Teacher self & collective efficacy, PLC Questions, Personalized Learning Survey. By the end of the grant period, teachers will increase their use of technology, their individual teacher efficacy and collective efficacy as a team, their understanding of personalized learning, and implement the PLC process with fidelity.
<b>Jobs created and retained (by number of FTEs and position type)</b>	Two positions will be maintained as a result of ARP ESSERs funding—one 5th grade and a math coach at the K-3 elementary. Five Personalized Learning Coach positions were created. ESSERs funding is used to pay for substitutes in the teacher's previous roles. One Instructional Technology Coach position was created. ESSERs funding is paying for the substitute in the teacher's previous role. One Dean of Students position

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>(see help text)</b>	<p>was created to fulfill reallocation of administrative role. ESSERs funding is paying for the substitute in the teacher's previous role. Two Virtual Learning Case Manager positions were created to assist virtual and quarantined students.</p>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<p>Summer Learning Programs and After School Programs will be offered to students identified to have a learning loss. 30% of our student population will be our target, approximately 540 students through June 2024.</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 LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,460,199.00

**Allocation**

\$1,460,199.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$223,200.00	Pay 4 substitute teachers to replace teachers providing individualized learning and coaching to address learning loss and implement activities to meet needs of students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$61,170.00	Benefits for 4 substitute teachers to replace teachers providing individualized learning and coaching to address learning loss and implement activities to meet needs of students
1100 - REGULAR			Pay 2 substitute teachers to replace teacher providing curriculum and instruction assistance and professional

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$128,400.00	development and instructional technology assistance focused on meeting students individualized learning needs and addressing learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$52,660.00	Benefits for 2 substitute teachers to replace teacher providing curriculum and instruction assistance and professional development and instructional technology assistance focused on meeting students individualized learning needs and addressing learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$111,600.00	Pay 2 substitute teachers providing case management support for students learning remotely and to track and improve student engagement in distance education
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$36,644.00	Benefits for 2 substitute teachers providing case management support for students learning remotely and to track and improve student engagement in distance education

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$43,920.00	Pay staff members providing summer learning and after school tutoring and other programs to address student learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$9,518.00	Benefits for staff members providing summer learning and after school tutoring and other programs to address student learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$88,084.00	Pay salaries for continuing to employ 2 existing staff necessary to maintain operation and continuity of services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$19,150.00	Benefits for continuing to employ 2 existing staff necessary to maintain operation and continuity of services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	For remote learning costs such as eAcademy for additional students necessary to maintain the operation of and continuity of services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$71,100.00	Purchase educational technology (chromebooks) to replace outdated equipment and to aid in education.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,900.00	Pay 1 additional substitute teacher to replace teachers providing individualized learning and coaching to address learning loss and implement activities to meet needs of students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,036.00	Benefits for 1 additional substitute teacher to replace teachers providing individualized learning and coaching to address learning loss and implement activities to meet needs of students
		<b>\$904,382.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$1,460,199.00

**Allocation**

\$1,460,199.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$75,280.00	Pay staff for additional time worked in summer and after school for professional development related to curriculum and instruction to address learning loss among students and for implementing activities to meet the needs of individual students
2200 - Staff Support Services	200 - Benefits	\$16,381.00	Benefits for staff being paid for additional time worked in summer and after school for professional development related to curriculum and instruction to address learning loss among students and for implementing activities to meet the needs of individual students
			Salary to employ a



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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$119,982.00	social worker to provide increased mental health services and support for students
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$37,870.00	Benefits for a social worker to provide increased mental health services and support for students
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$74,304.00	Contract services for a licensed counselor to provide increased mental health services and support to students
2700 - Student Transportation	500 - Other Purchased Services	\$20,000.00	Provide transportation services for learning loss programs
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	Purchase supplies needed to clean and sanitize facilities and to improve health and safety of students and staff
2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Purchase 8 bottle fountains for buildings to improve health and safety of students. Estimated cost per unit \$1,250
			Purchase storage facilities to use to remove furniture from instructional use spaces to increase

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$42,000.00	social distancing for students and staff to enable operation of school with reduced risk of virus transmission. Estimated cost per unit \$4,666
2600 - Operation and Maintenance	700 - Property	\$62,000.00	Purchase and install 1 pavilion area for ventilated space to increase social distancing for students and staff to reduce risk of virus transmission and for better ventilation. Estimated cost for 1 unit \$62,000
2600 - Operation and Maintenance	600 - Supplies	\$68,000.00	Purchase 20 Air Conditioning units to install in areas throughout buildings to improve ventilation to improve health and safety of students. Estimated cost per unit \$3,400
		<b>\$555,817.00</b>	

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$623,104.00	\$185,178.00	\$25,000.00	\$0.00	\$0.00	\$71,100.00	\$0.00	\$904,382.00
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	\$119,982.00	\$37,870.00	\$74,304.00	\$0.00	\$0.00	\$0.00	\$0.00	\$232,156.00
2200 Staff Support	\$75,280.00	\$16,381.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,661.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00	\$62,000.00	\$212,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
	\$818,366.00	\$239,429.00	\$99,304.00	\$0.00	\$20,000.00	\$221,100.00	\$62,000.00	\$1,460,199.00
Approved Indirect Cost/Operational Rate: 0.0159								\$0.00
Final								\$1,460,199.00