

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	The Upper Adams School District will understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet students where they are and address learning progress and loss, identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students, procure any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all students.
Chronic Absenteeism	The Upper Adams School District is working to address any issues with chronic absenteeism through innovative approaches to maintain engagement, connection, and communication with the District. These methods include students having both online and off-line learning activities, using tools for communication between teachers and families such as Zoom, Google Classroom, ClassDoJo, student email addresses, and parent provided email addresses, provide a consistent communication tool for teacher websites, District announcements, and general communication and expectations for all stakeholders, having teachers provide synchronous learning that will be recorded and made available to students to watch at any time, and making sure students may have both online and off-line learning activities. Students will be expected to establish daily routines for engaging in the learning experiences when remote learning is taking place, identify a space in their home where you can work effectively and successfully, identify a space in your home where you can participate in live online learning, and regularly monitor online platforms. At all times, students are expected to engage in all learning with academic honesty, communicate proactively with your teachers if you cannot meet deadlines or require additional support, and comply with School Internet Safety policies including expectations for online etiquette. The Upper Adams School District expects all staff members to collaborate with other members of their department or grade level to design learning experiences for their students, use district curriculum and resources (ex. Google Classroom, Zoom, online textbooks,

	Methods Used to Understand Each Type of Impact
	Newsela) to communicate and deliver content, make sure parents are aware which online resources students will access and include information on how to access the resources, communicate with and provide timely feedback to students and parents. Professional development for staff members and consistent and continuous communication to families and students will ensure strategic and sustainable use of the one-time funds.
Student Engagement	Student engagement strategies include students having both online and off-line learning activities, using tools for communication between teachers and families such as Zoom, Google Classroom, ClassDoJo, student email addresses, and parent provided email addresses, provide a consistent communication tool for teacher websites, District announcements, and general communication and expectations for all stakeholders, having teachers provide synchronous learning that will be recorded and made available to students to watch at any time, and making sure students may have both online and off-line learning activities. Students will be expected to establish daily routines for engaging in the learning experiences when remote learning is taking place, identify a space in their home where you can work effectively and successfully, identify a space in your home where you can participate in live online learning, and regularly monitor online platforms. At all times, students are expected to engage in all learning with academic honesty, communicate proactively with your teachers if you cannot meet deadlines or require additional support, and comply with School Internet Safety policies including expectations for online etiquette. The Upper Adams School District expects all staff members to collaborate with other members of their department or grade level to design learning experiences for their students, use district curriculum and resources (ex. Google Classroom, Zoom, online textbooks, Newsela) to communicate and deliver content, make sure parents are aware which online resources students will access and include information on how to access the resources, communicate with and provide timely feedback to students and parents. Professional development for staff members and consistent and continuous communication to families and students will ensure strategic and sustainable use of the one-time funds.
Social-emotional Well-being	The Upper Adams School District utilizes our school counselors, teachers, and staff to monitor several key areas of students' social-emotional well-being. These include self awareness: identifying emotions, recognizing strengths, self-confidence, self-management: impulse control, organization, stress management, listening, focusing, social awareness: putting yourself in others' shoes, showing empathy, respect, relationship skills: communication, teamwork, social engagement, and responsible decision making: ethical responsibility, solving problems, reflecting.
	In June 2020, the Upper Adams School District conducted a District-Wide Technology Survey with our families. The survey concluded that approximately 15% of our students/families do not have connectivity to the Internet outside of the school day. With the onset of COVID-19, it has

	Methods Used to Understand Each Type of Impact
Other Indicators	become critical that all students be able to connect to the Internet outside of the school day to maintain fidelity with our goals as outlined in our Continuity of Education Plan. Therefore, the Upper Adams School District purchases 200 Hotspots with corresponding service agreements to provide to our vulnerable families to increase the amount of families who needed connectivity to the Internet from their homes. The Upper Adams School District Technology Department provided individualized training for our families utilizing the Hotspots and providing information to our families for free or reduced connectivity programs offered by local providers. The Upper Adams School District continues to monitor and provide assistance to help families sustain connectivity with online resources offered through the District.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	In June 2020, the Upper Adams School District conducted a District-Wide Technology Survey with our families. The survey concluded that approximately 15% of our students/families do not have connectivity to the Internet outside of the school day. With the onset of COVID-19, it has become critical that all students be able to connect to the Internet outside of the school day to maintain fidelity with our goals as outlined in our Continuity of Education Plan. Therefore, the Upper Adams School District purchases 200 Hotspots with corresponding service agreements to provide to our vulnerable families to increase the amount of families who needed connectivity to the Internet from their homes. The Upper Adams School District Technology Department provided individualized training for our families utilizing the Hotspots and providing information to our families for free or reduced connectivity programs offered by local providers. The Upper Adams School District continues to monitor and provide assistance to help families sustain connectivity with online resources offered through the District.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The Upper Adams School District addressed students with special needs through a variety of plans and strategies which included and still include meeting with staff to align expectations around instruction, analyzing data from any student work that was submitted during remote learning, along with feedback from parents, to support teachers to make adjustments to curriculum and instruction to meet students where they are, revisiting students' Individualized Education Plans (IEPs) in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while schools were closed or students could not attend for other reasons, developing a parent communication strategy to inform parents about their child's assessment data and progress, which could include grade-level and standards-specific activities they can use to support their child at home, and sharing information and guidance on grading, report cards, and promotion policies with teachers and parents. The Upper Adams School District continues to work to understand every special education student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback.
	The Upper Adams School District continues to work to address the needs of the English Language Learners and their families. The District's goal with this population has been and continues to be to understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. The District works to maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet English

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	Language Learner Students where they are and address learning progress and loss, identify additional EL Students in need of intervention and/or services, whether academic or social-emotional, and prioritize support for the most vulnerable EL Students, by providing any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all students. Interpretor assistance has been provided throughout the pandemic event to make sure ongoing communication is seamless and resources are known and provided to our EL Families.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	Providing Students/Families With Free Online Hotspots To Sustain Connectivity In The Rural Community Of The Upper Adams School District.

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	Providing A Weekly Student Hybrid Schedule For The Secondary Campus (7-12). Providing Students With Special Needs To Maintain A Non-Hybrid Schedule For Social-Emotional Needs.

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	Utilization Of Digital Resources, Curriculum, & Assessment Tools.

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 Upper Adams School District will be surveying all pertinent stakeholders (parent, staff, Board Members) concerning what areas are most critically in need to be addressed as a result of the Pandemic Event. Surveys will encourage feedback from all stakeholders, provide various academic and non-academic areas of need from which to provide feedback, and allow for community engagement during the aggregated results of the data. Stakeholders may submit written feedback to the Upper Adams School District or provide input through a digital survey.

5. Use of Stakeholder Input

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

The results of the stakeholder survey/feedback will be aggregated and reviewed by the leadership team responsible for the application and implementation of the American Rescue Plan–Elementary and Secondary Schools Emergency Relief Fund (ARP–ESSER). Stakeholder feedback will be to utilized in collaboration with identified District needs to develop a comprehensive, fair, and measured approach to allocating the appropriate funding from the American Rescue Plan–Elementary and Secondary Schools Emergency Relief Fund (ARP–ESSER) grant. All expenditures will be balanced between stakeholder input and District priorities to reduced learning loss and sustain funding for critical academic and social–emotional programs for the students in the Upper Adams School District that may have been negatively impacted during the Pandemic event.

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

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

The Upper Adams School District will post the completed American Rescue Plan–Elementary and Secondary Schools Emergency Relief Fund (ARP–ESSER) Grant Application to the School District Website, make available a paper copy for review in the District Office, place a paper copy at the Harbaugh–Thomas Library (Biglerville’s Community Public Library), and share the application at a public Board Meeting, which the public can view live or recorded versions of the meeting. Upon request, all aspects of the American Rescue Plan–Elementary and Secondary Schools Emergency Relief Fund (ARP–ESSER) Grant Application will be provided in the native language of the individual requesting the translation or in an alternative format to meet the needs of any disability disclosed to the District that prevents the review of the application. The American Rescue Plan–Elementary and Secondary Schools Emergency Relief Fund (ARP–ESSER) Grant Application will remain available for community/stakeholder review throughout the implementation period.

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 Upper Adams School District will provide intensive after-school tutoring at the elementary and intermediate school buildings. Extended School Year (ESY) will be provided each summer for students with special education to address learning loss. The after-school tutoring will address the needs of our historically performing students, low income students, and students that are intellectually delayed. The after-school tutoring will identify the learning gaps present and work to increase missing skills to grade level proficiency. Identified special education will have the opportunity to participate in Extended School Year (ESY) to sustain current present level and reduce further learning loss over the summer recess. Students participating include those who are intellectually delayed, developmentally delayed, or otherwise identified as a special education who would benefit from an Extended School Year experience in their Individualized Education Program (IEP). Biglerville Elementary School & Upper Adams Intermediate School will identify students who participated in a online learning environment inconsistently, participated in a hybrid schedule, were new students, were homeschooled, or had chronic absenteeism during the 2019-2020 & 2020-2021 school years. In addition both school will utilize universal screening tools for all student populations to identify outliers and students missing basic foundational skills or demonstrating significant achievement gaps. Special Education students who will be offered the Extended School Year (ESY) opportunity are those students who the Multi-Disciplinary Team (MDT) has recommended through an evaluation of present levels, their identified disability, and their learning progress and experience during the 2019-2020 & 2020-2021 school years.

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

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

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The Upper Adams School District will utilize the allocation for its Continuity of Services which includes increased rigor and assessment tool software in the areas of Mathematics and English Language Arts (ELA) instruction. In addition, continued uses of our online learning platform will provide an opportunity for our students to take advantage of a blended environment with many resources. The platform can assist students with getting the correct credits so that they can

continue onto post-secondary education with ease, as needed. The online platform helps educators effectively communicate with parents online and provides resources such as discussion boards, an email platform, progress reports to keep parents apprised on their students' success. The Upper Adams School District will utilize the allocation for its Access To Instruction by continuing its mission to provide a digital device to each student, providing a "hotspot" for internet connectivity to any student in need, and provide innovative software tools so students can seamlessly transition between in-person and distance learning formats while not sacrificing any learning outcomes. By eliminating barriers for students using technology the Upper Adams School District can provide differentiated instruction that will meet the needs of each individual student. Furthermore, by continuing this allocation for Access To Instruction, students have more time to work on their own work because they are not waiting to get access to a device. They can get more done in a timely manner and take a more active role in their own learning because they have more control. Students can easily access the digital resources the teachers provide and find the information that they need to complete an assignment. The Upper Adams School District will utilize the allocation for Mitigation by providing cleaning supplies, sanitary machines, and person protective equipment (ppe) as needed to mitigate the impact of COVID-19. Current CDC Guidelines recommend cleaning high-touch surfaces at least once a day or as often as determined is necessary in addition to general sanitation protocols for disinfecting areas and surfaces. Cleaning personnel should wear gloves and masks for all tasks in the cleaning process. The Upper Adams School District will not utilize the allocation for an facility needs.

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

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

(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,720,843	20%	344,169

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The Upper Adams School District will understand every student's academic health by using assessments and assessment methods, including formative assessments, diagnostics, conferences, advisories, and parent feedback. Maintain systems to continually monitor learning progress and loss, analyze data to design instruction and adjust curriculum, potentially in teacher teams, to meet students where they are and address learning progress and loss, identify additional students in need of intervention and/or services, whether academic or social-emotional and prioritize support for the most vulnerable students, procure any additional programs, tools, or materials to support differentiation, intervention, and remote learning, based on students' needs, communicate with families and parents about every student's progress and plans for students in need of additional support, explore the inclusion and integration of select digital and online learning tools and practices at certain grade levels and classrooms where they can be used appropriately, effectively, and sustainably, and integrate best practices in Social Emotional Learning and Culturally Responsive Education to ensure high quality instruction and ongoing support for all students. The disaggregated results will be analyzed and discussed in grade level/department teams in collaboration with state-wide tools such as eMetric, the Pennsylvania Value-Added Assessment System, & the Pennsylvania Future Ready PA Index. The local and state analysis will be disaggregated by ethnicity, specific student groups, low-income, historically underperforming students, English Learner Designation, Special Education Designation, and general attendance attainment. The routine analysis/discussion of student assessment and performance data will place an emphasis making sure all underserved student populations from the COVID-19 Pandemic are addressed with fidelity both academically and in the social-emotional realm of the student.
	The Upper Adams School District utilizes our Opportunity To Learn Measures through the analysis of survey results from students and staff through the provided professional development on technology integration, instructional coaching, and lesson reflection and remediation. The Upper

	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	Adams School District utilizes professional learning specialists that are lifelong educators uniquely qualified to demonstrate how to best use our digital products and software for learning and teaching. They coach, mentor and support teachers in advancing their technology skills with an emphasis on innovation to engage students in deeper learning. Regular surveys are provided to stakeholders to evaluate current and future needs as well as to provide a self-assessment during times of new learning with technology integration.
Jobs created and retained (by number of FTEs and position type) (see help text)	Not Applicable
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The after-school programs at Biglerville Elementary School & Upper Adams Intermediate School as well the Extended School Year (ESY) Summer Program will provide continuous student progress monitoring, informal assessments, parent communication, and communication to the classroom teacher on progress or areas of continued need. Every effort will be made to provide accessibility and opportunity to all students invited and to eliminate barriers to participation. This can include but is not limited to transportation, meals, and supplies. Student attendance will be monitored and evaluated for effectiveness and continuous parent communication will be made to help families understand the urgency and necessity for their child to receive the additional support of the after-school and Extended School Year programs.

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

\$1,722,068.00

Allocation

\$1,722,068.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$105,920.00	Extended School Year / Extended School Day Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$26,480.00	Extended School Year / Extended School Day Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$82,643.48	Evaluations / Mental Health Services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$359,018.40	Online Learning / Software Licensing
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$15,000.00	Student College & Career Portfolio/Career Evidence Support
		\$589,061.88	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,722,068.00

Allocation

\$1,722,068.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	\$64,481.52	Mobile Hotspots For Online Connectivitiy
2200 - Staff Support Services	700 - Property	\$1,009,524.60	Device Hardware / Digital Technology
2200 - Staff Support Services	600 - Supplies	\$35,000.00	School Safety Technology / Communications Radio s - \$34,000 Electrical - \$1,000
2700 - Student Transportation	500 - Other Purchased Services	\$24,000.00	Extended School Year Transporation
		\$1,133,006.12	

Project #: 223-21-0447
Agency: Upper Adams SD
AUN: 112018523
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	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$105,920.00	\$26,480.00	\$82,643.48	\$0.00	\$0.00	\$359,018.40	\$0.00	\$574,061.88
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	\$15,000.00	\$0.00	\$15,000.00
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 Services	\$0.00	\$0.00	\$0.00	\$0.00	\$64,481.52	\$35,000.00	\$1,009,524.60	\$1,109,006.12

Project #: 223-21-0447
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Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$24,000.00	\$0.00	\$0.00	\$24,000.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$105,920.00	\$26,480.00	\$82,643.48	\$0.00	\$88,481.52	\$409,018.40	\$1,009,524.60	\$1,722,068.00

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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$1,722,068.00