

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

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

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	<p>Throughout the pandemic, the Lower Dauphin School District has continued to assess and monitor student academic performance. Except for the cancellation of the 2019-2020 PSSA and Keystone testing, the Lower Dauphin School District has ensured that it continued to administer its regularly scheduled assessments with modified testing dates and an understanding that the change in instructional settings could play a role in the scores that are received. At the high school level, the determination was made to not administer finals. This decision was based on the change in academic settings and the loss of instructional time that led to the prioritization of the curriculum. For the 2020-2021 school year, the district used its traditional assessments like the DIBELs, DRA2s, CDTs in grades 3-12, AP testing and local assessments for content areas. Along with the assessments that were given, teachers monitored work completed and the grading of assignments. This information gave input into students who were struggling and at risk of failure for the 2020-2021 school year. This was a greater concern at the secondary level. The middle school and high school students participated in a hybrid learning environment until April of 2021. It was noted during this time that for some students the virtual learning environment was very difficult and led to a decrease in student engagement.</p>
Chronic Absenteeism	<p>Since the beginning of the pandemic, the Lower Dauphin School District has been actively monitoring the attendance of the students and watching for a decrease in attendance due to the circumstances that arose from the pandemic. What has been noted from the end of the 2019-2020 school year and the completion of the 2020-2021 school year was that we did not see a drop off in attendance or an increase in chronic absenteeism. The district did note that there were the continued concerns of specific families that have been attendance issues in the past, but, there was not a noted increase in attendance concerns as a whole. What was noted was that with the variety of instructional models and students, especially at the secondary level, being able to choose which instructional model they preferred, the district did see what has been interpreted as a decrease in engagement from some students.</p>
	<p>At the beginning of the pandemic, during the shutdown for quarantining, the Lower Dauphin School District noticed, in particularly at the high school level, that when the students were informed that their work could not hurt their grades and could only help them (as per guidance from PDE), that there was a number of students that became less engaged in the learning process. Coupled with this is that due to the lack of normal instruction, the</p>

	Methods Used to Understand Each Type of Impact
Student Engagement	<p>curriculum was prioritized and to ensure that the essential components were taught. This prioritization led to a narrowing of the curriculum which limited that areas that typically were more engaging for students (i.e. field trips, projects, video exploration and presentations). This decrease in engagement was noted through the assignments completed by students at the end of the 2019-2020 school year. During the 2020-2021 school year, Lower Dauphin School District employed a hybrid model of instruction for the secondary students. In this model, the students were to attend class face to face every other day. On the opposite days, the students zoomed in to the class virtually. This model created a lack of engagement in some students that was noted through the grades and work completed of those students. Again, in 2020-2021 school year, the curriculum at the secondary level was narrowed to cover the essential components of the subject matter. This was done due to the disruptions of quarantining, the hybrid model and the constant strain of participation in a consistent model of instruction (face to face and virtual learning combined). The prioritizing of the curriculum, although necessary does lend itself to exclude those portions of each course that are more engaging to students. Plus, due to quarantining, social distancing and masking, there were engaging activities that were not allowed to occur during the school year.</p>
Social-emotional Well-being	<p>Since the beginning of the pandemic in March of 2020, the Lower Dauphin School district has been aware of the impact of the pandemic on the social-emotional/mental health of the students. As part of the district's comprehensive plan, Lower Dauphin had been looking to implement pilot programs during the 2020-2021 school year to address the Safe and Supportive Schools section of the plan. Included in this pilot was the Choose Love program at the elementary level, SOAR at the middle school, and a locally designed program at the high school. In response to concerns brought forward by the state and the CDC on the mental health of the students as they returned to school at the beginning of the 2020-2021 school year, the Lower Dauphin School District decided to move forward with the Choose Love program at the elementary level for all students. This decision was based on Choose Love providing a program called Choose Love in a Brave New World which was developed specifically to address concerns from returning to school during the pandemic. After working through the Choose Love in a Brave New World the teachers were directed to move into the units of the Choose Love program. At the secondary level, the district used the SSET program. The SSET program gathered data on the students' current mental Health condition and then gave data for school personnel to be able to focus resources and target student needs. At the high school, the district already had in place a "calming" room that was staffed by a therapeutic professional. This room was used to address student anxieties and concerns with the goal of the students being able to return to class. The district also had in its comprehensive plan to administer the PA Climate Survey to all student, staff and parents. The decision was made to postpone the survey for a year due to the changing environment</p>

	Methods Used to Understand Each Type of Impact
	and lack of a consistent educational experience due to quarantining, hybrid scheduling, virtual instruction, etc. The Lower Dauphin School district will be administering the PA Climate Survey during the fall of the 2021-2022 school year. This survey will provide data to the district that will help it target the mental health/social emotional needs of the students based on the responses regarding the community. During the fall of 2021, the district is also due to administer the Pennsylvania Youth Survey which will provide data on mental health of students. Finally, based on concerns regarding mental health, the district is looking to purchase a screener to identify student needs. The district will be researching potential screeners and piloting screeners during the school year.
Other Indicators	Throughout the pandemic, the Lower Dauphin School District has assessed its physical plant to ensure that air quality and HVAC needs are functioning in a manner to proactively address the continued needs in order to keep the students and the staff safe.

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	<p>From the beginning of the pandemic, the Lower Dauphin School District has continued to administer both diagnostic and local assessments. In order to monitor the progress of all students and to identify groups of students that have struggled during the shutdown, the shift in learning models and quarantining/virtual learning, district has used data collected from a variety of assessments. The district will use and has used:</p> <ul style="list-style-type: none"> • Classroom Diagnostic Tests (CDTs) in grades 3-8 and in Keystone subjects (English/Literature, Biology, and Algebra) – provides student performance based on state standards. Leveled to student ability • PSSA and Keystone test data for the 2020-2021 school year • DIBELS in grades K-5 – predict reading fluency and comprehension through retelling • DRA2 – administered in grades K-1 and to any student struggling in reading in grades 2-5 • Local Assessments to include: <ul style="list-style-type: none"> o Classroom/subject

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>specific assessmentso Course finals in the middle school and high schoolo Unit testso Writing samples/assessmentsThe mental health of students will be an integral part of ensuring that all groups of students are able to perform at school and are having their social/emotional/mental health needs met. The District will:</p> <ul style="list-style-type: none"> • Research, purchase and implement a universal screener of mental health needs to be administered in grades K-12. • Participate in the Pennsylvania Youth Survey (PAYS) during the fall of 2021 • Administer the PA Climate Survey in grades K-12, Staff and Community <p>The data from these assessments and surveys will be used and continue to be used to identify the needs of specific groups and guide the planning process of the district to meet the needs of these students.</p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>From the beginning of the pandemic, the Lower Dauphin School District has continued to administer both diagnostic and local assessments. In order to monitor the progress of all students and to identify groups of students that have struggled during the shutdown, the shift in learning models and quarantining/virtual learning, district has used data collected from a variety of assessments. The district will use and has used:</p> <ul style="list-style-type: none"> • Classroom Diagnostic Tests (CDTs) in grades 3-8 and in Keystone subjects (English/Literature, Biology, and Algebra) – provides student performance based on state standards. Leveled to student ability • PSSA and Keystone test data for the 2020-2021 school year • DIBELS in grades K-5 – predict reading fluency and comprehension through retelling • DRA2 – administered in grades K-1 and to any student struggling in reading in grades 2-5 • Local Assessments to include: <ul style="list-style-type: none"> o Classroom/subject specific assessmentso Course finals in the middle school and high schoolo Unit testso Writing samples/assessments <p>The mental health of students will be an integral part of ensuring that all groups of students are able to perform at</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>school and are having their social/emotional/mental health needs met. The District will:</p> <ul style="list-style-type: none"> • Research, purchase and implement a universal screener of mental health needs to be administered in grades K-12. • Participate in the Pennsylvania Youth Survey (PAYS) during the fall of 2021 • Administer the PA Climate Survey in grades K-12, Staff and Community <p>The data from these assessments and surveys will be used and continue to be used to identify the needs of specific groups and guide the planning process of the district to meet the needs of these students.</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>From the beginning of the pandemic, the Lower Dauphin School District has continued to administer both diagnostic and local assessments. In order to monitor the progress of all students and to identify groups of students that have struggled during the shutdown, the shift in learning models and quarantining/virtual learning, district has used data collected from a variety of assessments. The district will use and has used:</p> <ul style="list-style-type: none"> • Classroom Diagnostic Tests (CDTs) in grades 3-8 and in Keystone subjects (English/Literature, Biology, and Algebra) – provides student performance based on state standards. Leveled to student ability • PSSA and Keystone test data for the 2020-2021 school year • DIBELS in grades K-5 – predict reading fluency and comprehension through retelling • DRA2 – administered in grades K-1 and to any student struggling in reading in grades 2-5 • Local Assessments to include: <ul style="list-style-type: none"> o Classroom/subject specific assessment o Course finals in the middle school and high school o Unit tests o Writing samples/assessments <p>The mental health of students will be an integral part of ensuring that all groups of students are able to perform at school and are having their social/emotional/mental health needs met. The District will:</p> <ul style="list-style-type: none"> • Research, purchase and implement a universal screener of mental health needs to be administered in grades K-12. • Participate in

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>the Pennsylvania Youth Survey (PAYS) during the fall of 2021• Administer the PA Climate Survey in grades K-12, Staff and CommunityThe data from these assessments and surveys will be used and continue to be used to identify the needs of specific groups and guide the planning process of the district to meet the needs of these students.</p>

Reflecting on Local Strategies

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

	Strategy Description
<p>Strategy #1</p>	<p>From the beginning of the pandemic, the Lower Dauphin School District has continued to administer both diagnostic and local assessments. In order to monitor the progress of all students and to identify groups of students that have struggled during the shutdown, the shift in learning models and quarantining/virtual learning, district has used data collected from a variety of assessments. The district will use and has used:</p> <ul style="list-style-type: none"> • Classroom Diagnostic Tests (CDTs) in grades 3-8 and in Keystone subjects (English/Literature, Biology, and Algebra) – provides student performance based on state standards. Leveled to student ability • PSSA and Keystone test data for the 2020-2021 school year • DIBELs in grades K-5 – predict reading fluency and comprehension through retelling • DRA2 – administered in grades K-1 and to any student struggling in reading in grades 2-5 • Local Assessments to include: <ul style="list-style-type: none"> o Classroom/subject specific assessment o Course finals in the middle school and high school o Unit test o Writing samples/assessments <p>By continuing to collect this data, the district has data points that demonstrates growth and learning loss with all students. With the exception of the 2020 PSSA and Keystone tests, the district has continuously collected this data. Through the use of our data warehouse, we are able to disaggregate the data and identify student deficiencies, areas of need, missing instruction in specific standards and specific target groups for additional support. The district has used the data to develop programs and influence instruction that is aimed at improving student academic performance. Summer school remediation programs have been developed, classroom instruction on specific skills has been developed and progress monitoring has been implemented to ensure academic success primarily in math and reading. RtII/MTSS meetings and</p>

	Strategy Description
	teams have been established primarily at the elementary and middle school levels to provide guided planning and targeted assistance for students who are struggling academically. At the high school, these plans for student support are made through the SAP team and department meetings. Leveled supports are put into place based on the data collected and the ability of the RtII/MTSS teams to provide the necessary supports. Progress monitoring is employed to track student performance and to modify or adjust the supports as necessary.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<p>The mental health of students will be an integral part of ensuring that all groups of students are able to perform at school and are having their social/emotional/mental health needs met. The District will:</p> <ul style="list-style-type: none"> • Research, purchase and implement a universal screener of mental health needs to be administered in grades K-12. • Participate in the Pennsylvania Youth Survey (PAYS) during the fall of 2021 • Administer the PA Climate Survey in grades K-12, Staff and Community • Establish and train elementary SAP teams • Provide training at the High School level for MTSS teams • Collect student usage data from the “calming” room at the high school. <p>The data from these assessments and surveys will be used and continue to be used to identify the needs of specific groups and guide the planning process of the district to meet the needs of these students. Through the RtII/MTSS/SAP referral process, the data collected from these tools will be used to identify students who are struggling with mental health/ social emotional concerns. Teams can focus effort into addressing both:</p> <ul style="list-style-type: none"> • Individual student concerns • The social emotional needs of identified groups within the student population <p>The data from the surveys may reflect the needs of groups of students that, to this point, have not been identified. The data will be used and has been used by the district to develop plans for and implement programs to target the social emotional needs of the students. In particular, the district has monitored the needs of our low income families and students with disabilities that have dealt with a greater impact from the pandemic in their home lives. The district has also examined the data to ensure that students, based on race and ethnicity, are not disproportionately excluded from services and programs that would address their mental health and social emotional needs.</p>

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	N/A

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

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

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

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.)

In order to develop a plan of how the ARP ESSER Funds would be used in the Lower Dauphin School District, the district used a strategy very similar to the comprehensive planning process. The district developed a team of stakeholders that represented multiple facets of the district and the community. This team consists of administration from the district and building level representing all three instructional levels. Teacher representatives from all three levels are also included as are parents of students from those three levels. High school students have been chosen to represent the students as stakeholders in this plan. Representation from the maintenance/custodial staff have been included to speak for those needs as related to the pandemic. Members of the school community and supporting organizations like Communities that Care and the PTOs have also been asked for input and representation in the decision making process. The district administration developed a list of immediate and long range needs that were identified, shared those needs with the stakeholder committee and solicited their input on the identified needs and any other needs the stakeholder group felt needed to be addressed. From those discussions, the plan for the use of the ARP ESSER funds was developed.

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)**

Through the use of the stakeholder meetings for the use of the ARP ESSER funds, the district solicited the input from the stakeholder group. This group was asked how they thought the ARP

ESSER funds could best be spent and were asked to approve and/or modify, delete or revise the areas of use identified by the district administration. The input of the committee has been and will be taken into consideration and used in the development of strategies for the use of the funds and the outcome that is targeted. Like in the comprehensive planning process, the voice of the community was sought out and became an integral part in the planning process. The input received from the committee will be an ongoing process and will continue over the next three years of the ARP ESSER funds distribution.

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 Lower Dauphin School District used a strategy very similar to the comprehensive planning process. The district developed a team of stakeholders that represented multiple facets of the district and the community. This team consisted of administration from the district and building level representing all three instructional levels. Teacher representatives from all three levels are also included as are parents of students from those three levels. High school students have been chosen to represent the students as stakeholders in this plan. Representation from the maintenance/custodial staff have been included to speak for those needs as related to the pandemic. Members of the school community and supporting organizations like Communities that Care and the PTOs have also been asked for input and representation in the decision making process. The district administration developed a list of immediate and long range needs that were identified, shared those needs with the stakeholder committee and solicited their input on the identified needs and any other needs the stakeholder group felt needed to be addressed. From those discussions, the plan for the use of the ARP ESSER funds was developed. Since the ARP ESSER Funds are distributed over a three year period, the stakeholder committee will meet periodically to review the plan and make any changes that develop over time as to how the committee feels the funds could be best utilized within the district. The Lower Dauphin School District will use the eGrants system to develop its plan for the use of the ARP ESSER funds. This will ensure that the district takes into consideration all required components of the plan. Once the plan has been developed, the district will transcribe the plan into a document to be posted for the community to express the use of the ESSER funds. This information will be posted on the district website and will be provided in a language that can be understood by the parents.

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 Lower Dauphin School District identified the needs of the students most greatly impacted by the pandemic and how to address the learning loss of these students. The largest group impacted by was our students from low socio-economic backgrounds. These students lacked the resources to be successful as observed by data collected. Learning loss was also noted in the students with disabilities sub-group. The students with disabilities and the low socio-economic subgroups often did not receive the same types of resources when in a virtual environment or hybrid model of learning as were offered in full face to face instruction. Through local and diagnostic assessments were used to develop plans to address the learning loss of students in the impacted groups. At the elementary level, the district identified students struggling in the area of ELA and specifically, reading. The district provided a summer reading program that was offered to students by invitation based on data collected to determine the level of need the student in the area of reading. The majority of the students who fell into this area of need were from the lower socio-economic sub group. At the secondary level, the district noted a number of students who were failing classes. With the secondary students spending the majority of the 2020-2021 school year in the hybrid model, student engagement in classes, particularly where the students spent fifty percent or more of the time in a virtual environment, was low. Virtual learning and the necessity to compact the curriculum to focus on essential content, limited the number of activities that typically engage the students. The district provided a summer school program for failing students. The summer school opportunities were provided through our CAOLA program. This is an online, cyber option and it allowed the students to make up one or more failed classes from the school year. All courses were in core academic areas. During the summer of 2021, the district will provide to all special education students of need, extended school year opportunities. These extended school year opportunities will be beyond the typical time periods in order to address any learning loss that was noted due to the different instructional models offered during the school year. As noted previously, there are some instructional practices that are not possible through a virtual learning environment. As we move into the 2021-2022 school year, the district will provide additional resources and programs to address the potential for continued learning loss and the deficits that have been noted from the past two school years. These will include: eLearning in grades 2 and 3; extended access to CAOLA in grades 4-12; a reading specialist in our non-Title I elementary school; and, a therapist to staff our “calm down room” at the high school. The district will also be paying teachers to provide tutoring services after school at all three levels.

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.

Throughout the pandemic, the Lower Dauphin School District has worked to provide a consistent learning experience for the students. During the spring of 2019-2020 and throughout the 2020-2021 school year and now moving into 2021-2022, the district has found the need to provide online, virtual instruction to the students. When providing this type of instruction, it is imperative that the district takes the needs of all of the students into account. This means that the district needs to provide resources for all students to ensure equal access. The district has been purchasing and will continue to purchase resources to include student laptops and carrying cases and iPads for primary students and carrying cases. Along with the hardware, the district needs to purchase supporting software to facilitate online instruction, provide a student learning management system, and provide filtering, access and management software to maintain a smooth effective online learning environment. Once the students were able to return to the classroom, it was imperative that the district ensure a clean, healthy learning environment. In order to do this, the district has had to purchase a continuous supply of cleaning products, PPE materials and prevention materials to provide to teachers and students to keep are buildings safe and functioning. In review of the physical plant of our schools and our HVAC capabilities of each of our schools, it has been determined that there is a need to replace a boiler at our high school. By upgrading this system, we will be able to improve the heating and ventilation of the school and ensure a fresh air supply to help keep our students healthy.

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.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
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	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,721,136	20%	744,227

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	Elementary:• DIBELS – Grades K-5 Fall Winter Spring• CDT Testing – Grades 3-5 ELA and Math – Pre and Post Testing based on instructional Unit• DRA2 – Grades K-2• Local Assessments – Grades K-5• PSSA Testing – Grades K-5• RtII Meetings – discuss interventions and tier level supportsSecondary:• CDT Testing – Grades 6-8 and in Keystone classes• Local assessments Grades 6-12• AP testing• Keystone and PSSA testing• SAP Meetings, team meetings/RtII/MTSS to identify student needs and tiered support
Opportunity to learn measures (see help text)	• All students provided with district device (iPads in grades K and 1, laptops in grades 2-12)• District instructional technology coach at both the secondary and elementary level• District administration of the PA Climate survey in the fall of 2021• District participation in the PAYS survey in grades 4,6,8,10,12 in fall 2021
Jobs created and retained (by number of FTEs and position type) (see help text)	• Grade 2/3 eLearning Teacher (salary and benefits)– created for 2021-2022• Title I like teacher (salary and benefits) – elementary 2021-spring 2024• Teacher - Falcon Academy/CAOLA Coordinator (salary and benefits) - 2021-2024• True North Therapist – 2023-2024
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	• Teachers – supplemental – summer programs/tutoring – 2021-2024• Transportation summer programs and ESY 2021-2024• VISTA ESY – 2021-2024

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

\$3,721,136.00

Allocation

\$3,721,136.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$346,663.00	eLearning teacher grades 2/3 and Title I like teacher 2021-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$134,435.00	eLearning teacher grades 2/3 and Title I like teacher 2021-2024
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$252,657.00	Dean of Students/Falcon Academy/CAOLA Coordinator 2021-2024
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$151,659.00	Dean of Students/Falcon Academy/CAOLA Coordinator 2021-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$660,000.00	CAOLA 2021-2024

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$15,000.00	Summer programs transportation 2021-2024
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$116,000.00	True North MS TAS/Conewago 2023-2024; True North HS TAS Therapist 2023-2024
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$193,720.00	Extended School year services VISTA Tuition 2021-2024
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$75,000.00	ESY Transportation 2021-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$514,002.00	Laptops and cases-6th grade-2years; Canvas subscription-2years; Softwarte allowance; Allowance-cleaning
		\$2,459,136.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,721,136.00

Allocation

\$3,721,136.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$58,000.00	True North - HS calming room 2023-2024
2200 - Staff Support Services	600 - Supplies	\$334,000.00	KACE Systems Management-2 years; Respondus Canvas-2yrs; elementary iPads; Zoom; Filtering software; Cleaning allowance
2600 - Operation and Maintenance	600 - Supplies	\$200,000.00	Cleaning Supplie/PPE and allowance 2021-2024
2600 - Operation and Maintenance	700 - Property	\$670,000.00	Boiler - HS; Allowance
		\$1,262,000.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$346,663.00	\$134,435.00	\$660,000.00	\$0.00	\$15,000.00	\$514,002.00	\$0.00	\$1,670,100.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$116,000.00	\$0.00	\$268,720.00	\$0.00	\$0.00	\$384,720.00
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	\$252,657.00	\$151,659.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$404,316.00
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	\$58,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$58,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$334,000.00	\$0.00	\$334,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$670,000.00	\$870,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$599,320.00	\$286,094.00	\$834,000.00	\$0.00	\$283,720.00	\$1,048,002.00	\$670,000.00	\$3,721,136.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,721,136.00