

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	Students were benchmarked using our local assessment protocols at the beginning of the 2020-2021 school year. This is a regular part of our assessment protocols and is employed 3 times per year - beginning, mid-year and end of year to determine on track/grade level attainment. A part of our MTSS process, this assessment protocol, along with regular unit assessments are reviewed with team teachers during PLC at the elementary school level and during team and department time at the middle and high schools respectively..-During the in person school shut down during the Fall of 2020-21, students who displayed any learning loss or struggles based on regularly administered assessments were given the opportunity to safely attend in person 4-5 days per week. This allowance was based on individual student need and a tier 2 or 3 MTSS recommendation and intervention.
Chronic Absenteeism	During the 2020-21 school year, attendance to either in person or virtual learning was/is mandatory. Attendance was tracked utilizing traditional methods via our SIS and reported daily as per usual (pre-pandemic). While the district experienced a bit more absenteeism than usual, efforts to intervene via school counselors, social workers and administrators were effective. In extreme, or chronic cases, Truancy Elimination procedures were formally implemented and citations issued where necessary. The district's stance on attendance is firm on a global sense, but supportive on an individual case by case basis. This approach will be employed for students during 2021-2022 school year. The district will also implement a Summer Academy to mitigate absenteeism and/or learning loss for students k-8 and credit recovery proceedings for HS students over the summer.
Student Engagement	The adoption of Canvas Learning Management System k-12 allows for student participation and engagement analytics through its grading features, visits data, and announcement features. The district also utilized ZOOM as a way to bring synchronous live learning to both online students as well as in-person students. Students in concurrent classroom environments were given similar experiences as their online and/or full in-person student groups. Zoom will continue to be a staple in any environment and will be utilized for upcoming school years to continue both student engagement and community engagement.
	Students were closely monitored through already well-established structures via our school guidance departments. Our MTSS and SWPBIS

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	teams are tasked with soliciting feedback from staff and students and intervening when concerns are brought forward. They function in any learning environment regardless of in-person or online. During Covid-19, these teams proactively sought out students and parents on current caseloads to offer supports
Other Indicators	Safe participation in extracurriculars was a significant part of our school wide plans during Covid-19 and as guidance allowed for more participation, our district followed along. It is an important part of the whole school experience. When we were fully virtual, we facilitated virtual clubs and activities. When we gradually moved back to in-person, we expanded these offerings and will continue to do so for the 2021-22 school year.

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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with IEPs were/are carefully monitored through existing case management protocols. Through IEP goals, students are benchmarked and progress monitored to determine any gaps in learning and attainment of skills. Through probes like Aimsweb protocols, curriculum-based, assessments, universal screeners, and IEP team meetings, children with disabilities needs are addressed and will continue to be addressed regardless of what learning platform they may be engaged in.
English learners	EL students are carefully monitored via Case Management. They participate in all district universal screening efforts (DIBELS, Running Records, NNAT, CBAs) where appropriate. EL students also participate in WIDA testing for further monitoring of progress and receive direct, explicit instruction based on assessment scores.
	Students from low-income families are

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	earmarked for case management through our school counseling department. Basic needs are addressed through our Social Workers who engage families to explain the support available to them. Any student who displays any need via our MTSS or SAP teams is given case management and tiered support based on individual needs through the MTSS process.

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	Academic strategies most effective were the use of Canvas Learning Management System to facilitate teaching and learning in both the in-person programs and virtual. This adoption for consistent use k-12 allowed for ease of transition for educators and students from in-person to virtual and back. With parent observer accounts, it eased the concept of parents as learning coaches while virtual. It kept units of study organized and accessible and synced seamlessly with other ed tech applications and student information system. This k-12 adoption facilitated the various learning plans and will be a staple in future iterations of academic plans.

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	MTSS allowed for a systematic approach to analyze/monitor student learning across the board k-12. This system is instrumental in early identification of student need and early intervention. During Covid, we utilized these teams in each building to intervene, offer or model strategies to address learning needs and be a conduit for information sharing between home and school. Decisions from this group range from small organization strategies to bring in students full time in person while adhering to Health and Safety plans during the pandemic.

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.

The SEL strategies assists all students and teachers.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Social Emotional Learning (SEL) strategies through our Student Services teams in each building both virtual and in-person were extremely effective in navigating the multitude of needs k-12 and even among staff. Our Guidance Departments facilitated wellness activities for in-[person and online students through lesson activities, regular contacts to students identified through MTSS and for staff. A highlight of their work is on our district website where each building posted Health and Wellness information, helpful links, and virtual calming rooms for students/staff experiencing anxiety or stress.

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.)

The district has advertised the ARP ESSER opportunity at successive public hearings through its Curriculum Advisory Committee meetings in April, May and June of 2021 as well as monthly Public Board Meetings during those same months. Agendas and minutes are publicly available as well as video Zoom links and presentation slides which detail how funds will be allocated for district use. During meetings, input is solicited from the public. At the school level, meetings with teachers and administrators are conducted regularly where discussions and planning for learning loss due to Covid-19 are had. From these meetings, presentations to the community are conducted for input and approval.

5. Use of Stakeholder Input

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

Stakeholder input is gathered from monthly Curriculum Advisory Committee and School Board meetings. During these meetings, stakeholders are encouraged to give input and/or approve preliminary plans. School stakeholder input is gathered through department meetings, curriculum liaison meetings, leadership team meetings and cabinet meetings.

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

Project #: 223-21-0281
Agency: New Hope-Solebury SD
AUN: 122097604
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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)**

Through stakeholder input regarding teaching and learning during Covid-19, it was determined that funds are earmarked for academic purposes primarily and facilities secondarily. The Plan for use of ARP funds is publicly displayed via our website and access to minutes, documents, and video links on Board Docs.

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

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

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

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

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

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

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

The response must include:

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

The district will implement a variety of evidence-based strategies to address the academic impact of learning loss. 1. Implementation of Summer Academy to specifically address the students who exhibited learning struggles via our MTSS teams k-8. This program, akin to a Summer School, is in its first year utilizing ARP funds. It comprises EL students who were impacted greatly by disrupted learning and students in MTSS programs specifically. These students will be attending to close gaps due to Covid impact among other reasons. 2. Several professional development engagements involving Reading and Language development and Social Emotional Learning (SEL). Elementary teachers will get WILSON and LETRs reading training to better address the needs of all students but particularly students impacted greatest by disrupted learning - EL students and primary grade students. Key staff that are on the front lines of health and wellness will receive SEL training series and be the point for delivering lessons to students and a resource for the community. 3. Funds will be used for Diversity, Equity and Inclusion (DEI) training to better meet the needs of a growing multi-cultural community and staff. This will enhance the learning experience for historically underperforming subgroups with a particular emphasis on EL and IEP students. The district will continue its robust benchmarking and assessment protocols to determine gaps and growth, analyze data in PLCs and Departments and address targeted needs via a strong MTSS team.

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 district will use the remaining funds to continue to build on its efforts in striving to be a Future Ready school district. We will engage AASA and ICLE for professional development, coaching and assessment for "Building Future Ready Schools". This engagement will hone our technology integrations which were emphasized during the Covid-19 shutdown and reopening efforts. Funds will be used to increase access to virtual learning in the community as well as remediation and acceleration virtual efforts. As far as facilities, funds will be earmarked

to continue virus mitigation efforts particularly HVAC upgrades.

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	336,698	20%	67,340

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	MTSS teams in each building regularly/weekly review student data. Data is collected and analyzed via grade level reporting as well as through our Student Information System - Performance Tracker. DIBELS Math and Reading are administered Fall/Winter/Spring k-5, analyzed and broken down for subgroup analysis. Running Records are administered k-5 and analyzed for Reading gaps. NNAT Universal Screener is administered in grade 2 annually - Gifted Screener but data to be analyzed. Grades 6-12 benchmark in each content area via Curriculum Based Assessments (CBA) Fall/Winter/Spring and analyze data for gaps in learning. During the pandemic, student loss was greatest in primary grades (k,1,2) and EL population. Efforts were put in effect to address learning loss and progress has been made.
Opportunity to learn measures (see help text)	District has and will continue to engage stakeholders via surveys and public meetings to determine need. Professional Development based on effective use of education technology applications is a staple to continuous school improvement efforts (Canvas LMS, Sapphire k12, Pearson). Survey results point to consistency k-12 in electronic learning platforms and continual strategies for more effective teaching and learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	NA - funds are not utilized for job creation or retention.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	4 teachers and 3 instructional aides will be utilized for learning loss Summer Academy - 5 weeks July 6 to August 6 4 days per week. 75 total students will participate based on MTSS and EL need. 3 Math tutors for our secondary program will be available during the summer academy time frame for all students 6-12 as a resource for students participating in summer online math work.

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

\$336,938.00

Allocation

\$336,938.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$30,000.00	WILSON training - reading program to address the myriad of reading needs exacerbated by Covid-19.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$20,000.00	LETRs training - Language Essentials for Teachers of Reading and Spelling.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	MTSS training and supplies needed to address academic, social and emotional needs of students.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$10,240.00	Tier 2 Intervention programs to address learning loss/needs (Spring Math, Pearson, etc.)
			SEL training for

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,000.00	educators who will lead social and emotional learning (SEL) implementation efforts.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,000.00	Summer Academy to address learning loss due to Covid 19. Salaries for teachers and aides.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$51,000.00	DEI Training via University of Penn (PLN) and Harrisburg Area Community College to address diversity needs for all staff and students.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$25,000.00	Professional Development, coaching, assessment, and training on building Future Ready Schools.
1000 - Instruction	500 - Other Purchased Services	\$70,000.00	Cyber Program and other education technology needs to facilitate online learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$88,698.00	Core Reading and English Language Arts program for elementary to meet the diverse learning needs of all students.
		\$336,938.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$336,938.00

Allocation

\$336,938.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$70,000.00	\$0.00	\$0.00	\$70,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$93,698.00	\$0.00	\$93,698.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$30,000.00	\$0.00	\$57,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,000.00
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	\$76,000.00	\$0.00	\$0.00	\$10,240.00	\$0.00	\$86,240.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
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	\$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

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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
	\$30,000.00	\$0.00	\$133,000.00	\$0.00	\$70,000.00	\$103,938.00	\$0.00	\$336,938.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$336,938.00