

## **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
<b>Academic Impact of Lost Instructional Time</b>	To identify and measure the academic impact of lost instructional time, BHASD has examined the following data: number of full virtual instructional days compared to number of hybrid days in a typical academic school year; benchmarking data in both core areas of reading and mathematics; and local assessment data gathered over the 20-21 school year compared to data gathered in a typical school year like 18-19. In addition, as the 21-22 school at BHASD begins, plans to examine data of students who participated in the summer learning program implemented through our Virtual Academy and Camp Spark will continue. Additional interventionist support positions were put in place for the 21-22 school year to continue to monitor students needing additional support with reading, mathematics and writing. Data collected by the intervention instructors along with benchmarking data collected by the regular instructors will be monitored and reviewed regularly to ensure student instructional gaps are addressed.
<b>Chronic Absenteeism</b>	Reports gathered from our student information system will compare the percentage of absences last year during the COVID-19 Pandemic compared to a normal school year like 2018-2019.
<b>Student Engagement</b>	During the COVID-19 Pandemic, BHASD required all staff to participate in professional development that specifically focused on student engagement knowing that this area would be an obstacle in the virtual environment. All staff participated in the session titled, Leading Virtual Meetings and Engaging the Students. This was presented by Mike Iorio from the Dale Carnegie Foundation on October 21, 2020. As we move into this school year, one of our District goals is focusing on improving pedagogical practices to maximize student engagement. The administrative team is using their observations and walkthroughs to provide feedback on practices happening in the classrooms. Continued professional development is offered to teachers based on the observations and feedback through extended Tuesday meetings, one on one coaching sessions, and small professional group meetings.
	The social and emotional well-being of our students has been at the forefront of the BHASD team. During the 20-21 school year, the Powerful Educator training series was implemented with our administrative team, guidance and school psychologists. The team met on a monthly basis to examine student needs and discuss plans for implementation of the Mosaic program by ACT. The BHASD guidance department piloted the curriculum from February through Spring and this school year implemented the

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	curriculum program K-8 and the assessment K-12. Data collected from this will be used to target small group guidance sessions. In addition to this, all of our instructors who teach social skills in small groups received training and materials to implement with their classes on the Social Thinking platform. In the 20-21 school year, BHASD added a wrap around counselor who serves students in the 6-12 grade levels. This school year 21-22, in addition to that position an additional guidance counselor has been hired to assist in serving students K-12. More small group sessions have been provided to students facing various social and emotional issues stemming from the COVID-19 Pandemic.
<b>Other Indicators</b>	The health and safety of our students, staff, and community has been first and foremost as we plan for the return of school for the 21-22 school year. To ensure the health and safety needs are met during in-person instruction, we implemented protocols for cleaning and sanitization of classrooms, high touch point areas, and high traffic areas within all buildings. In addition, the ventilation and air quality of the buildings are a priority.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	These students were enrolled in the 20-21 summer learning program offered through either Camp Spark or the Virtual Academy. Additionally, during the 20-21 school year, these students were provided with a 4 day in-person instructional model when the district went to a hybrid learning schedule to ensure more face to face instructional time. This school year 21-22, additional interventionist instructors are working with these students in small groups or one on one depending on instructional needs. As part of the new Act 13 requirements, instructors are mapping out instructional goals for students to ensure consistent communication between the regular education instruction and special education instructor.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>These students were provided with opportunities to participate in the 20-21 summer learning program offered through either Camp Spark or the Virtual Academy. Data collected from reading and mathematics benchmarking will assist in providing additional instructional support services (the 20-21 compared to the 21-22). The additional intervention instructors are working cooperatively with Title I and Special Education instructors to plan small group sessions focusing on targeted skill areas. Additionally, implementation of Imagine Math for students struggling in math has been put in place since the 20-21 school year. All students K-12 participate and the Instruction and Assessment Supervisor meets regularly with instructors to review data and plan instructional strategies that hone in on skill gap areas of need. Beyond math, the Instruction and Assessment Supervisor works cooperatively with all staff to review and examine local assessment data and provides guidance on implementation of new strategies and techniques to use with students to increase student performance.</p>
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	<p>The Early Childhood K -2 group faced significant impacts from the pandemic. Data gathered from our benchmarking tools in FastBridge and Imagine Math provided and continues to provide insight into instructional skills students are struggling with this school year 21-22. BHASD partners with Berks Intermediate Unit and offers a Pre-K counts program. In addition, the BHASD Kindergarten is a full day for students. Additional interventionist positions were added to assist with remediation of targeted skill areas. The additional guidance counselor position K-12 will work with students as needed in small group support sessions based on needs.</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
Strategy #1	The additional intervention positions have assisted in providing small group instruction to address identified targeted skill gaps. These positions have provided instructional support in the areas of both reading and mathematics for students in grades K -12.

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.

Additional support for students receiving Title I services and the Early Childhood K-2 program.

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

	Strategy Description
<b>Strategy #2</b>	An additional guidance counselor K-12 has been added to the BHASD staff in the 21-22 school year. This role will provide additional small group instruction with social-emotional needs, small group counseling needs, and working with students struggling with overall health and mental well-being that may impact absenteeism, engagement, and social skills.

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.

Early Childhood K -2 program

### Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

- ☐ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners

- ☐ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☐ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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



## Section: Narratives - Engaging Stakeholders in Plan Development

### Section II: Engaging Stakeholders in Plan Development

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

#### 4. Stakeholder Engagement

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

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

As part of the planning process for use of ESSER funds, the BHASD administrative team has met with department heads, community partners, parents, and students to determine the greatest area of need which funds can address. An open public forum was held where all stakeholders were invited to review and discuss District goals and initiatives. Monthly meetings were held in Spring and June of 2021 to finalize plans for both the summer learning and re-opening of school in Fall. Data was also extracted from instructional tools in the areas of Reading and Mathematics (from the school year 2020-2021) to determine additional need supports for student intervention to address learning gaps. From this, it was determined that the funds would be used to address instructional learning gaps, the health, safety protocols to return to in-person instruction, and social and emotional well-being of the students.

#### 5. Use of Stakeholder Input

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

The input of all stakeholders has been a key part of this process. The BHASD administrative team meets regularly to review plans and discuss implementation. This is then shared with key stakeholders via monthly meetings and collaboration sessions and the roll out of the plans are reviewed. In addition, informational updates are provided to the public at the local school board meetings. The public has the opportunity to discuss and bring up concerns as well as points they would like to be considered in the plan. These are then taken into consideration and used to finalize next steps and implementation. To assure that all stakeholders in the

community are aware of spending of funds, information is shared via the District website and social media platforms. The primary concerns centered around learning loss and the mental health of our students and staff. As such, summer learning program development began to address learning gap concerns. Additionally, interventionist roles were developed to further support students in need, both academically and social and emotionally.

#### **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 process for development, approval, and making the plan public has been ongoing. The group of stakeholders met beginning in the Spring of 2021 to review and gather information and ideas. From there additional input was used from collaboration with department heads, administrators, parents, students and community members (ongoing from Spring 2021 through Fall 2021). Key information has been shared with the Board at monthly meetings beginning last June 2021. As continued plans evolve to ensure full transparency of fund spending, our District Business Manager shares monthly updates on the budget and provides expense report information. This information is shared on our District website for all community stakeholders to review. As questions arise from the public and other stakeholders, ongoing conversations and meetings have occurred monthly. To verify and ensure our steps are in line with guidelines, ongoing discussions with the District solicitor have taken place. In addition, the grant application is publicly posted to the District website.

## 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

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.

Funds will be used to hire additional instructional intervention teachers and an additional guidance counselor to support students. Based on data collected from last school year, there was significant learning loss in the areas of reading and mathematics for students in grades K - 12. Data was collected over the course of the 2020-2021 school year in the Fastbridge and Imagine Math learning platforms along with other instructional assessments. This was used to compare how students both in the virtual environment as well as the in-person hybrid environment performed. As BHASD plans to add these four instructional intervention roles to our staff, the plan is to lower the student teacher ratio in remediation and instructional intervention sessions. The intent of all four intervention positions is to provide intense small group or one-on-one intervention for all students demonstrating at-risk or low risk performance with academic skills in the areas of reading and mathematics. One intervention position will be added to staff in each of our buildings. All four intervention instructors will keep weekly logs of students. They will begin with an identification process based on screening data collected in September of 2021. The screening records will be reviewed to determine which students were fully remote in the 20-21 school year and which were in-person or hybrid. This will assist in determining instructional groups based on needs. As students work on skill areas of need, they will also complete assignments that demonstrate their understanding and growth. This information will be logged and reviewed weekly with the intervention team. As students demonstrate growth, they will have the opportunity to be dismissed from the services. However, ongoing communication with the regular education teacher, administrative team and parents will continue to ensure that transition back to the regular classroom has been successful and that the student has maintained growth in academic content. In addition to the instructional intervention positions, BHASD is adding an additional guidance counselor to serve students in grades K-12. The counselor will work closely with all building counselors and assist with implementation of social and emotional learning objectives. All students K-12 will be using the Mosaic ACT SEL program. Data collected from this platform will be used to identify students needing additional counseling services. Small group sessions will be formed based on collected data and used to target classroom as well as small group learning sessions.

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

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

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

facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Remaining use of funds were allocated to address students' academic needs and facilities improvements. First, by offering summer learning for grades K - 12 students will engage in learning experiences focused in the areas of mathematics and reading. The 20-21 summer camp provided targeted instruction over a four week period of time, four days per week, for six hours per day. During this time, small group instruction focused on reading and writing opportunities as well as mathematics. In addition, students participated in health initiatives that encouraged them to exercise and participate in mindfulness. Next regarding facility improvements, the air quality and ventilation was upgraded to ensure a healthy and safe return to a full day of in-person instruction for the 21-22 school year and on. Plans to upgrade and replace equipment will allow for cleaner air quality and ventilation in classrooms used by students and staff daily. Finally, the continued implementation of our intervention instructors K -12 will be funded to support instructional needs in the areas of reading and mathematics over the course of the next three years. After this time, BHASD is fully committed to all the intervention roles through the 23-24 school year. At that time, the positions' effectiveness will be evaluated to determine continuation of services.

**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.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	1,893,882	20%	378,776

## 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)
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	<p>Mathematics: Quarterly mathematics benchmarking data will be collected for all students in K-12 using the Imagine Math platform. Monthly monitoring of student progress will be used by instructors and interventionists to adjust instructional strategies addressing student deficits. As data is collected and disaggregated, based on skill proficiency, additional intervention sessions will be utilized along with targeted progress monitoring. Intervention sessions can include but are not limited to push-in support in the regular classroom, pull out support with small groups, or pull out support 1:1 with intervention teachers. If students are not making progress, additional intervention strategies are implemented based on individualized needs of the student. Continual review and collaboration between the administrative team and instructors occur to examine and analyze data, set goals, and review goals. These records and scores will be maintained by the District and Intervention instructors to ensure progress is being tracked and addressed from an instructional lens.</p> <p>Reading: Quarterly reading benchmarking data will be collected for all students K-5 using Fastbridge Illuminate and for students in grades 6-12 by using both the Fastbridge Illuminate and CDT assessments. For students in K-12, student performance data is reviewed and students with low risk or high risk in skill areas are identified for intervention services. Groups of students are pulled and small groups and/or 1:1 instruction occurs on a cyclical schedule based on student needs. As students recoup skill deficits, groups are modified and continually are being monitored for growth and regression. In addition, as students transition back to the regular classroom, collaboration with interventionist and regular education teachers continues to ensure a successful transition. For students with IEPs in grades K-12, student performance data is reviewed and used to set progress monitoring goals to assist with meeting required IEP academic goals. These progress monitoring measures are reviewed bi-weekly and reported to parents with quarterly IEP progress reports. Targeted interventions using FastBridge and other programs like iRead, System 44 and Read 180 are also used with students daily depending on individual</p>

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	needs. If students are struggling with attaining set goals, intervention strategies are reviewed and modified to assist with success.
<b>Opportunity to learn measures (see help text)</b>	<p>At BHASD, the opportunity to learn measures are addressed. First, The BHASD administrative team measures student engagement through classroom observations as per Act 13 guidelines. In addition, classroom walkthroughs are completed 4 times per year for each instructor. Analytics in Google and Clever allow administration and teachers to monitor student engagement as well. In the Imagine Math dashboard both administrators and teachers are able to monitor student time on task. Second, students have access to technology daily. Students are provided with a device K-12 to use daily for instructional purposes. Families are provided with hotspots if the internet is not available in their home. During the COVID-19 Pandemic, the District provided parental/guardian support on technology devices and instructional learning platforms. In addition, on our District website, a Technology Troubleshooting link was available. Next, all of our educators have access to professional development learning opportunities. Specific to the Pandemic and virtual learning, Mike Iorio provided training on student engagement. Additional professional development was provided to all staff on Google and various online platforms like WeVideo, EdPuzzle, BrainPOP, and Kami. As part of our yearly professional development offerings, the District hosts an Instructional Technology Fair in August that allows teachers to select professional development learning sessions specific to their interests. Finally, as a part of our District contract, teachers take part in 31 extended Tuesday sessions. These are an additional one hour of time dedicated to either district, department, building, or technology professional development initiatives.</p>
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	<p>The jobs created to support this grant include the following full-time positions: one K-12 guidance position, one 9-12 intervention position, one 4-5 intervention position, and one 6-8 intervention position. Finally, there is one half-time position: K-3 intervention. This equals a total of 4.5 FTEs.</p>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<p>The summer school learning programs funded through these resources include: Camp Spark and the Virtual Academy. Students were offered opportunities to participate in the programs through an online sign up in Spring 2021. Outreach to confirm participation occurred in June to finalize transportation and food service needs. As students attended, daily attendance was recorded. In addition, student participation in activities was monitored by individual teachers and camp director. Daily counts were used to determine needed materials, transportation and food.</p>

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making



records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,893,882.00

**Allocation**

\$1,893,882.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$179,586.00	Grade 4-5 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	200 - Benefits	\$128,063.58	Grade 4-5 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	100 - Salaries	\$278,406.00	Grade 6-8 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	200 - Benefits	\$170,151.03	Grade 6-8 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	100 - Salaries	\$153,175.05	Grade 9-12 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	200 - Benefits	\$76,819.80	Grade 9-12 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
			Grade K-3 Intervention

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$92,619.00	Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	200 - Benefits	\$55,942.23	Grade K-3 Intervention Teacher (for 21-22; 22-23 and 23-24 SY)
1000 - Instruction	100 - Salaries	\$43,068.75	Grade K-12 Summer Learning Teacher
1000 - Instruction	200 - Benefits	\$18,505.33	Grade K-12 Summer Learning Teacher
1000 - Instruction	600 - Supplies	\$12,600.00	Virtual Academy Edgenuity Course Materials
		<b>\$1,208,936.77</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$1,893,882.00

**Allocation**

\$1,893,882.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$421,257.44	Existing Chiller Evaporation - Improve Air Quality (Replace w/ High Efficiency Type and Add VFD's to Pump)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$168,160.86	Grade K-12 Guidance Counselor (for 21-22; 22-23 and 23-24 SY)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$95,526.93	Grade K-12 Guidance Counselor (for 21-22; 22-23 and 23-24 SY)
		<b>\$684,945.23</b>	

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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
<b>1000 Instruction</b>	\$746,854.80	\$449,481.97	\$0.00	\$0.00	\$0.00	\$12,600.00	\$0.00	\$1,208,936.77
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$168,160.86	\$95,526.93	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$263,687.79
<b>2200 Staff Support</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON- INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$421,257.44	\$421,257.44

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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
	\$915,015.66	\$545,008.90	\$0.00	\$0.00	\$0.00	\$12,600.00	\$421,257.44	\$1,893,882.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$1,893,882.00