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	Formative and summative assessment data, ongoing diagnostic assessments focused on growth, parent and family surveys
Chronic Absenteeism	We monitored daily attendance throughout the 2020-21 school year on both access to/of the learning environment as well as completion of work. Students not successful in a virtual environment returned to face-to-face instruction.
Student Engagement	Our variables related to absenteeism are directly related to student engagement. We monitored whether or not all students were accessing their learning and completing assigned work.
Social-emotional Well-being	Our district has had a 3-year implementation plan related to SEL. The 2020-21 school year was 2 of the initial plan with a focus on bringing more SEL into classrooms. We identified multiple days in the school calendar where SEL was a focus of instruction. Some teachers chose to align the SLO work wtih SEL which included surveys and student feedback.
Other Indicators	Our school counselors and school-based counselors continue to support students with demonstrated SEL , trauma-related, and/or mental health needs.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Many of our students with disabilities are participating in our summer programming including COVID Compensatory Services and Extended School Year. Others are joining the Summer Intervention Program. The use of formative, summative, and diagnostic assessments have and will be used to measure and adjust and target instruction to support ongoing growth. Extended school-day support may be offered in the 2021-22 school year to some students with disabilities.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	We have 5 identified Title I schools in our district. We have closely monitored growth of these students in an effort to support amidst a challenging academic year. The use of formative, summative, and diagnostic assessments have and will be used to measure and adjust and target instruction to support ongoing growth. Extended school-day support and summer programming is being offered.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	We closely monitor and continue to develop an appropriate strategies to meet the needs of our students/families that have decided to be full virtual learners and prefer not to return to in-person instruction. We monitored engagement and completion of work and stayed in close contact with families related to overall student growth and/or needs. Some students were brought back to in person instruction if warranted. We are developing our own BASD Virtual Academy for the 2021-22 school year that will proactively address some of the needs encountered during the 2020-21 school year.

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	We have designed and are implementing our own BASD Virtual Academy for the 2021-22 school year. This will allow our teachers to serve students/families who wish to remain in a virtual setting. During the 2020-21 school year, we prioritized the use of blended learning strategies across all grade levels and continue that focus this year. We are supporting this work with strategic professional learning experiences in partnerhsip with our local intermediate unit that will take place throughout the fall. Additionally, we spent much time in the summer training our BASD virtual teachers, developing the structure of the program, creating an orientation and handbook as well as a website to support all levels of the virtual academy.

Strategy Description
Since our teachers will be able to deliver and adjust our own curriculum based on student needs, we feel this will be a more appropriate way for our district to accelerate learning for our virtual students where needed due to lost instructional time.

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.**

Our target group for this strategy is our students/families who wish to remain in a full virtual environment. Last year, we found some engagement issues with these students as they we were using an ou

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

	Strategy Description
Strategy #2	Summer Intervention Program - we developed and implemented SIP, Summer Intervention Program, for students in K-12. Students were invited based on academic need. The goal was to fill in gaps and advance learning missed during the year due to COVID. We prioritized SEL activities daily to build community in our SIP classrooms. Students were in small classes of no more than 12-15. Academic support was prioritized in both ELA and math, with some purposeful integration of STEM. We plan to continue the SIP summer program through the summer of 2022.We also plan to utilize funding for extended school day tutoring in order to promote academic recovery and accelerate learning for our students identified with needs. We have allocated funding in the ARP ESSER grant for this purpose across all grade levels.

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

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by**

gender)

☐ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☑ **Other student groups: (provide description below)**

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

Students who were identified as having academic needs specifically in the areas of ELA and/or math, biology.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	A focus on Social Emotional Learning - for the past two year and into 2022, our district has had a focus on the implementaiton of social emotional learning in our schools. We started Year 1 with a focus on adults - learning about SEL strategies and also their own SEL/wellness. Year 2, which was interrupted greatly by COVID, made us prioritize connections with our students whether in person or virtual. Teachers worked to find ways to embed SEL moments within their school day. We have three specific date ranges (start of the year, right after Thanksgiving, right after Winter break) where all teachers were expected to implement SEL lessons based on a theme or topic determined for their grade/department. Last year, we had 6 SEL book clubs running for teachers to continue their professional learning on this topic. This year, we have 6 more SEL book clubs planned. Each school has identified SEL Champions who lead themes/initiatives throughout the buildings. We are working with an outside consultant to be strategic about K-12 implementation for students. They will be providing professional learning for our teachers this year as well as follow-up coaching in classrooms to support implementation.

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:**

We believe that our SEL work has the potential to support all students in our district!

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.)

Our district will draft the initial LEA plan with the input of school staff, educators, and administrators who worked directly with students during the 2020-21 school year. The draft will be shared with stakeholders including the school boar, parents, our Pandemic Response team (parents and community members), as well as shared on our district's website for input/suggestions from all stakeholders. A review of input will be completed and the initial plan will be updated to reflect the consultation with stakeholders.

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)**

Our district will draft the initial LEA plan with the input of school staff, educators, and administrators who worked directly with students during the 2020-21 school year. Additionally, we will use some of the survey data collected during the 2020-21 school year from families to address needs/concerns related to virtual instruction. The draft will be shared with stakeholders including the school board, parents, our Pandemic Response team (parents and community members), as well as shared on our district's website for input/suggestions from all stakeholders. A review of input will be completed and the initial plan will be updated to reflect the consultation with stakeholders.

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)**

Our district will draft the initial LEA plan with the input of school staff, educators, and administrators who worked directly with students during the 2020-21 school year. The draft will be shared with stakeholders including the school boar, parents, our Pandemic Response team (parents and community members), as well as shared on our district's website for input/suggestions from all stakeholders. A review of input will be completed and the initial plan will be updated to reflect the consultation with stakeholders.

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.

Evidence-based interventions - RtII has been prioritized at our elementary level. We have expanded this initiative to middle school. Our high school utilizes a Flex period for additional academic support. Students are identified for interventions based on the results of ongoing diagnostic, formative, and summative assessments. One example of assessment tools utilized includes ASSISTments: https://www.evidenceforpa.org/strategies/assistments Common benchmark testing is used in all grades in ELA/math. All students are considered Tier 1 which prioritizes comprehensive core instruction. One tool provided for all K-3 classrooms is RAZ Kids (Reading A to Z). https://www.evidenceforpa.org/strategies/raz-kids A priority Tier 2/3 reading program is LLI - Leveled Literacy Intervention. https://www.evidenceforpa.org/strategies/leveled-literacy. Additional programs based on student needs include READ 180 and Read Naturally, among other tools. https://www.evidenceforpa.org/strategies/read-180, https://www.evidenceforpa.org/strategies/read-naturallyHow will the evidence based-interventions specifically address the needs of student groups most disproportionately impacted: Instructional planning meetings occur every 6-8 weeks to review progress, adjust tiers and identify supports. Our students with the greatest need are served by our most qualified staff.Academic recovery/acceleration: We will extend our after school academic program. https://www.evidenceforpa.org/strategies/school-based-after-school-programsWe will allocate funding/resources for this work and will prioritize strategies from the Evidence Resource Center including Close Reading. https://www.evidenceforpa.org/strategies/close-reading Students will be identified for this opportunity in the same way they are identified for RtII. We have prioritized the implementation of blended learning as well as PD on this topic with a priority on classroom application. https://www.evidenceforpa.org/strategies/blended-learning-computers-in-schools Social Emotional Learning: We will hire two additional school-based counselors and a social worker with grant funds. We are using the ASCA model for Comprehensive Counseling Program to review our current counseling supports and make improvements. https://www.evidenceforpa.org/strategies/comprehensive-counseling One way we prioritize SEL is through the PATHS lessons in all Grade 4- 5 classes. https://www.evidenceforpa.org/strategies/paths We continue to partner with mental health/wellness organizations, such as CARON.Elementary staffing: We hired two intervention teachers to more widely address student needs. These teachers serve in our neediest Title I elementary schools, as identified by low-income ratios. We plan to hire two elementary teachers to serve in the place of our two elementary virtual teachers. Virtual students will take the same benchmark assessments as our in-person students and their progress will be monitored closely.

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.

Continuity of Services: Our district has prioritized the implementation of blended learning strategies throughout all grade levels. We have provided professional learning during the 2020-21 school year as our district purchased enough Chromebooks to suddenly become a 1:1 district. Throughout 2021-22, we continue to provide personalized professional learning opportunities for our teachers in a very strategic manner focused on blended learning.. We have collaborated with our local intermediate unit to develop differentiated pathways for teachers to self-assess and determine their current level of understanding/application. They then collaborate with colleagues and work through the pathways at their own pace, with a priority on classroom application. https://www.evidenceforpa.org/strategies/blended-learning-computers-in-schools The purposeful integration of technology for instruction and assessment is our current priority for blended learning. In order to be strategic about this work, we have allocated some grant funding for the purchase of instructional technology. This includes the expansion of our IXL license to include Science and S.S. at the middle school level. IXL provides a real-time diagnostic assessment and personalized skill recommendations for our students. This program aids in regular and substantive educational interaction between students and their classroom instructors. Access to Instruction: In addition to the goals articulated in the Continuity of Services section above, throughout the 2020-21 school year, we partnered with Berks Online Learning (BOL) to provide full virtual instruction for any BASD student who was interested in this model. Over 350 students took advantage of this opportunity. This was a cost we had not anticipated in our 2020-21 budget, yet it allowed us to provide a continuity of education for these students. We have allocated grant funds to pay for the BOL platform costs for the 2020-21 school year. Moving into the current school year, we have established and implemented our own BASD Virtual Academy for the 2021-22 school year. We realized throughout 2020-21 that a percentage of our fully virtual students had our highest rate of absenteeism, were the least engaged, and struggled to maintain academic progress. We did not have our own virtual academy last year and made it a priority for this year. We have trained nearly 75 secondary-level teachers to create and deliver fully asynchronous virtual classrooms for our students. We utilized grant funding to provide stipends for virtual course development and professional learning to ensure consistency of the program. The Office of Teaching and Learning developed parent and family resources including a virtual orientation, handbook, and a full website dedicated to supporting virtual families. Due to the limited number of elementary students interested in full, virtual instruction, we decided to purchase an asynchronous platform that is implemented by two of our district's elementary teachers to meet the needs of our Gr. 1-5 students. Mitigation Strategies: We will follow the mitigation strategies as outlined in our district's Health and Safety plan and posted within this grant platform. This includes promoting three-feet of social-distancing whenever possible. We will continue to closely monitor the CDC recommendation and guidelines throughout the year. Masks are currently mandatory on district-provided transportation. We will also prioritize the use of grant funds to purchase PPE (personal protective equipment) and cleaning/sanitizing supplies to defray the spread of the

virus.Facilities Improvements: At this point in time, we will use other funding sources to address any facilities improvements necessary. None of these grant funds are allocated to this purpose.

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	4,983,358	20%	996,672

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	We maintain key benchmark and common assessment data throughout all levels of our school. The high school prioritizes CDT data as well as curriculum-based assessments. Middle schools prioritize CDT and IXL data as well as curriculum-based assessments. Elementary school prioritize reading level data, CDT and IXL data as well as curriculum based-assessments.
Opportunity to learn measures (see help text)	Attendance documentation is kept for all district-provided professional learning opportunities. Blended Learning PD will continue to be prioritized. Student attendance data is kept and continually monitored for our fully virtual students. In-person student attendance is managed at the building-level.
Jobs created and retained (by number of FTEs and position type) (see help text)	2 FTEs currently fill our elementary intevention positions as 'retained jobs'. These elementary contracted positions were moved to the middle school to establish that RtII program. Two school-based counselors and a .5 social worker will be hired to continue these services into 2022-23. Two elementary teachers (FTEs) were hired to backfill the classroom roles of the two teachers now teaching our fully virtual students. Two elementary teachres were hired to maintain current class-size guidelines and maintain social-distancing/mitigation efforts.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Attendance documentation will be kept for all programs funded by ARP ESSER including summer intervention and extended-day/after school programming.

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[1]. 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.

[1]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

$4,986,905.00

Allocation

$4,986,905.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$108,780.00	Salaries for our Summer Intervention teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$22,840.00	Benefits for our Summer Intervention teachers
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$8,380.00	Supplies for our Summer Intervention program
1000 - Instruction	100 - Salaries	$624,000.00	Salaries for 2 Elementary Intervention postions, 4 Elementary Classroom teachers
1000 - Instruction	100 - Salaries	$218,400.00	Benefits for 2 Elementary Intervention postions and 4 Elementary Classroom teachers
1400 - Other			Salaries for extended

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	100 - Salaries	$211,640.00	tutoring/academic support after school program
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$44,444.00	Benefis for extended tutoring/academic support after school program
1000 - Instruction	600 - Supplies	$67,000.00	Purchase of Chromebooks to support blended learning practices for all students. We need to replace some damaged devices and establish resources to loan out as broken devices are being repaired.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$3,132.00	Supplies for extended tutoring/academic support after school program
		$1,308,616.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$4,986,905.00

Allocation

$4,986,905.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$2,800,000.00	Berks Online Learning costs from 2020-21
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$14,144.00	Accelerate virtual learning platform costs for 2021-22 and 2022-23 school year
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$98,690.00	Funds reserved for the purchase of instructional technology resources including IXL extension
2200 - Staff Support Services	100 - Salaries	$206,500.00	BASD Virtual teacher stipends
2200 - Staff Support Services	100 - Salaries	$55,500.00	Salaries for BASD Virtual teachers summer curriculum work
2200 - Staff Support Services	200 - Benefits	$11,655.00	Benefits for BASD Virtual teachers summer curriculum work

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	$50,000.00	Purchase of PPE, sanitizing, and/or cleaning supplies
2200 - Staff Support Services	100 - Salaries	$199,800.00	Salaries for Tech Integrators to support Blended Learning PD in buildings
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$200,000.00	Salaries for School-based counselors and social worker
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$42,000.00	Benefits for School-based counselors and social worker
		$3,678,289.00	

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	$842,400.00	$0.00	$0.00	$0.00	$0.00	$67,000.00	$0.00	$909,400.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$320,420.00	$67,284.00	$0.00	$0.00	$0.00	$11,512.00	$0.00	$399,216.00
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	$200,000.00	$42,000.00	$0.00	$0.00	$2,814,144.00	$98,690.00	$0.00	$3,154,834.00
2200 Staff Support Services	$461,800.00	$11,655.00	$0.00	$0.00	$0.00	$0.00	$0.00	$473,455.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00	$0.00	$50,000.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$1,824,620.00	$120,939.00	$0.00	$0.00	$2,814,144.00	$227,202.00	$0.00	$4,986,905.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$4,986,905.00