

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	North Penn School District (NPSD) identifies and measures academic impact or lost instructional time by local assessment results, analyzing data, and discussing student progress with teachers and parents. Some of the causes of the academic impact are a result of the following, which have occurred during the pandemic:-Reading specialists and intervention staff were pulled to sub and missed their intervention groups-Teachers, staff, and students were quarantined at various times throughout the year-During virtual instruction, teachers focused on priority standards-Due to safety protocols, teachers were not able to meet with small groups as frequently as we have pre-COVID
Chronic Absenteeism	NPSD identifies and measures chronic absenteeism on a regular basis by analyzing attendance data for all students, including total absences as well as excused absences; comparing these data to previous school years to look for trends/patterns, conducting collaborative Attendance Improvement Meetings with school-based teams and families to support attendance issues, and having ongoing involvement of Home and School Visitors to connect with and support families with attendance concerns. Some of the causes of attendance are a result of the following, which have occurred during the pandemic:- Mental health needs- Hybrid learning - Lack of engagement
Student Engagement	NPSD identifies and measures student engagement by observations and qualitative data from parents, teachers, counselors, and students. Some of the causes of the lack of engagement are a result of the following, which have occurred during the pandemic:-Mask wearing-Social distancing-Inconsistent experiences during hybrid and remote schooling
Social-emotional Well-being	NPSD identifies and measures social-emotional well being by qualitative data (surveys and feedback) from parents, teachers, counselors, and students. We also collect quantitative data in regard to the increased number of students who are seeing a counselor or have mental health concerns. Some of the causes of the SEL impact are a result of the following, which have occurred during the pandemic:-Lack of out of school experiences - no field trips-Afterschool sports and activities were canceled for a period of time-Students isolated and not able to engage in typical developmentally appropriate activities-Isolation also contributed to lack of routine-Students being isolated in unsafe homes and losing the school safety net- Students being fearful of the pandemic and its impact on loved ones
Other Indicators	N/A

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
<p>Gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p>Surveys indicated that LGBTQ+ students struggled during the pandemic. They expressed not feeling comfortable enough to express themselves at school and/or at home. Therefore, our guidance counselors are developing plans to better support our underserved students, expanding counseling services, increasing affinity group opportunities, and educating parents on how to help their children. Teachers have also received and will continue to receive professional development to increase their knowledge and understanding. These trainings will result in our students feeling welcome and safe in our schools and will be measured by future surveys.</p>
<p>Students from low-income families</p>	<p>Many of the plans that have been developed through these funds are to mitigate skill gaps and learning loss. Summer programs, intervention groups, before school tutoring, and time built in the day for students to receive extra assistance are the strategies that have been and will continue to be implemented for our students from low-income families. We also provide resources over the summer so that families can work with their children and plan to increase parent workshops in the near future. Formative and summative assessment data will be used to measure impacts.</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on</p>	<p>Like our students from low-income families, many of the developed plans will mitigate skill gaps and learning loss for students from racial and ethnic groups. Summer programs, intervention groups, before school tutoring, and time built in the day for students to receive extra assistance are the strategies that have been and will continue to be implemented for our students. We also provide resources over the summer so that families can work with their children and plan to increase parent workshops. Additionally, students have</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
underserved student groups by race or ethnicity)	many affinity groups in which they can be apart and we recently held a student fishbowl for high school students of all races and ethnicities to talk about identity. Our Parents in Equity committee works closely with our cultural proficiency and equity taskforces (at each building) to ensure students have a voice and see themselves in our schools. Repeating the fishbowl and other qualitative data, along with assessment data, will be used to measure impacts.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Our low incidence students with disabilities were impacted by the pandemic. The strategies used during this time were to give families the option of having their children return to school in person five days a week while the rest of the students in our district were still in a hybrid environment. We also provided para professional support in some of the students' homes. Currently, we are creating fluid schedules, embedding SEL into the classrooms, collaborating with families, and maximizing para professionals to support our students with disabilities. Qualitative and quantitative data will be used to measure impacts.

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	NPSD will provide out of school opportunities to address academic needs created by, or exacerbated by the pandemic. -Summer Programs for grades K-6 with a possible expansion to K-12-Kindergarten Readiness Camp for incoming Kinders-Before/After school Tutoring for students K-6

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:

These programs will also best address students performing below benchmark on district assessments.

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.

Students performing below benchmark on district assessments will also be supported by the programs listed under Strategy #1.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	NPSD will provide a comprehensive approach to meeting the social emotional/mental health needs of studentsK-12 Social Emotional Learning curriculum.-Extended Mental Health Summer Assistance utilizing outside contracts-NorthBridge School Mental Health Program supporting students with comprehensive mental health needs including anxiety, depression, school avoidance-NPSD Traumatic Response Team-In district team of

	Strategy Description
	professionals providing support for all stakeholders experiencing crisis

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

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

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

N/A

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

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

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

N/A

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	NPSD will focus on the professional development of our teachers through evidence-based professional development and coaching.

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:**

Students performing below benchmark on district assessments and virtual academy students will be positively impacted by Strategy 3.

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:**

Students performing below benchmark on district assessments and in our virtual academy will

also be supported as a result of Strategy #3.

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.)

North Penn School District has engaged and will continue to engage in meaningful consultation with stakeholders in regard to plans for the use of our ARP ESSER funds. Stakeholder input is extremely important; therefore, we ascertained this information in a variety of ways. One of the ways in which we seek input is through our monthly department meetings. These departments include: Reading, ELD, Guidance, Special Education, Principals, Non-instructional Administrators, Truancy Officers, and Curriculum. A core team representing instructional and non-instructional departments also meets quarterly with the sole purpose of reviewing ESSER funds. Additionally, we have several parent groups that provide feedback and recommend what should be prioritized in this plan. These parent/community groups are representative of the interest of all children served in our district (English learners, children with disabilities, etc.) including: Home and School Association, Home and School Presidents, Parents in Equity, Special Education Key Communicators, Title 1, etc. We always ask students and their families for feedback while they are participating in any of our programs. Their feedback, along with the instructors, supervising administrator, are key in determining what worked well, what needs to be improved upon, and what can be added to maximize the students' potential and experience. That input was a primary factor in the development of the current plan. Additionally, administrators presented this information at a public School Board Meeting where Board Directors, principals, and parents shared their input as well. This communication process to engage all stakeholders will remain ongoing.

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)**

Based on the feedback that we have received from multiple stakeholders (they are listed in the above description), we decided to grow our program in areas that will continue to benefit our students. The social, emotional, and academic needs of our students are prioritized in this plan. This plan has been enhanced and expanded after reviewing the qualitative feedback (i.e. survey input, discussions with various members of our school community) and quantitative data we collected. Details of this plan can be found in the program description. We will continue to seek input from stakeholders and will be utilizing our parent/community groups, administrator groups, and Learning Coaches/teachers to make modifications to our plans along the way.

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)**

A thorough process is used to develop, approve, and make our plan public. The appropriate stakeholders work in collaboration with our Communications Department to ensure that our process is transparent. Once our plans are finalized, they are presented to our School Board Committee at a public meeting. Board Directors, as well as those making public comment, are an integral part of the development and approval process. After the School Board Committee makes a recommendation to move the plans to an action meeting and the plans are successfully voted upon, they are made public. Board Docs, which contain the plans, are posted on our ADA compliant website. The plans are also posted on the website in a featured section so that parents can find them easily. Additionally, these same plans are emailed to families in the event they are interested in taking advantage of them and principals and teachers communicate the information in their weekly messages. In regard to the professional development portion of the grant, teachers and administrators work collaboratively with our curriculum department to develop plans and they are also approved by our Board Directors at a committee meeting before the plans are communicated to teachers. Any changes that may be needed to any parts of this plan due to the fluctuating pandemic incidence rates will be clearly communicated to necessary parties and posted on our ADA compliant 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 (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.

a. The North Penn School District has created a program to provide high-dosage tutoring for students before and after school. The district will evaluate the impact of this intervention through benchmark and progress monitoring assessments using the STAR360 assessment tool. The program was designed for students that are below benchmark in reading and/or math, and need additional support outside of the school day to accelerate learning.

b. The North Penn School District will provide summer learning opportunities through an in-person remediation program to address gaps that were created by, or exacerbated by the pandemic. The district will evaluate the impact of this intervention through benchmark and progress monitoring assessments using the STAR360 assessment tool. Students who did not consistently participate in remote instruction when offered during school building closures, as well as other student groups that are most disproportionately impacted by the pandemic will be targeted for these summer learning opportunities.

c. The North Penn School District will also hire additional intervention tutors to be used during the school day to offer high dosage tutoring to students that are below benchmark in reading and/or math. The district will evaluate the impact of this intervention through benchmark and progress monitoring assessments using the STAR360 assessment tool. Students most impacted by the pandemic will be identified for additional support throughout the school day.

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.

a. NPSD will use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs in a variety of ways. We will be hiring personnel including: in school counselors, mental health counselors, a psychologist, a social worker, RBTs, School Climate Coordinators, Occupational and Physical Therapy services and nursing services for our summer programs. Additionally, we will be using these funds to plan parent engagement workshops to help them better support their children's academic, social, emotional, and mental health needs. Finally, a Grant Coordinator will be hired in particular to oversee and monitor the Learning Loss programs. These are ways in which we will ensure continuity of services.

b. NPSD will use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery in a variety of ways. We will bring

teachers together outside of the school day to analyze our data and to collaboratively plan to mitigate skill gaps. We will ensure that students attending our summer programs have transportation to and from the summer programs' locations as well as access to a school library. To support our students throughout the year, we will be hiring reading assistants, additional learning coaches (Canvas, Reading, and Math) to model best practices, analyze student data and trends, develop standards aligned assessments, and to provide professional development with an equity lens. We are also adding an English Language Development learning coach for the first time. In the last seven years our English Learner population has over doubled in population. We currently have 868 English Learners speaking a wide variety of languages. Our district is unique in the fact that we do not have one or two top languages but we have several. These languages include: Bengali, Spanish, Korean, Gujarati, Arabic, Hindi, Vietnamese and Chinese (Mandarin). With such a large increase in English Learners and the wide variety of cultures represented there is a significant need for this position. This learning coach would work with administrators, teachers and assistants to help implement best practices for English Learners centered on literacy and language acquisition. Some strategies that our learning coach will focus on include the implementation of Wilson Foundations in our primary grades as well as the implementation of the SIOP model (Sheltered Instruction Observation Protocol). In order to track progress, the learning coach will log coaching visits and professional development presentations similarly to what our Canvas and academic coaches are asked to do. These are the ways in which we will ensure access to instruction.c. N/A- NPSD does not need to utilize the ARP ESSER funds to support prevention and mitigation policies at this time.d. N/A- NPSD does not to utilize the ARP ESSER funds to repair and improve school facilities at this time.

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	931,713,600	20%	186,342,720

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	NPSD will continuously monitor progress and adjust strategies as needed. The data collected and analyzed to determine student learning will be by using the:-STAR 360 Benchmark and Progress Monitoring Assessments (disaggregated by sub-groups).-English Learner progress is also measured via the yearly ACCESS Score.
Opportunity to learn measures (see help text)	NPSD will continuously monitor progress and adjust strategies as needed. The data collected and analyzed to determine opportunity to learn measures will be by using the:- Technology tracking system to ensure each student has a working device.- Qualitative data from students, families, and counselors to see if there's an increase in student engagement.- Feedback forms to solicit professional development teacher needs and to ascertain the effectiveness of trainings.- Surveys to determine if the programs put in place are having a positive impact on students socially and emotionally.
Jobs created and retained (by number of FTEs and position type) (see help text)	NPSD will continuously monitor progress and adjust strategies as needed. The data collected and analyzed to determine created and retained jobs will be by using the:- Human Resources retention data (created by sub-groups and positions).- Observations and Evaluations to determine the employees' effectiveness.- Looking at qualitative and quantitative data to determine the positions' effectiveness (Is the data improving as a result?).
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	NPSD will continuously monitor progress and adjust strategies as needed. The data collected and analyzed to determine ARP ESSER funded program participation will be by using the:- Attendance charts (created by sub-groups).

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are

the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$9,317,136.00

Allocation

\$9,317,136.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$697,603.62	Renaissance Assessment Software and Benchmark Assessment Software- High quality assessments that accurately assess students' progress
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$575,322.30	15 Reading Aides (not benefit eligible)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$246,870.33	15 Reading Aides- SS and PSERS
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$577,570.43	Summer Programs- Teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$244,855.53	Summer Programs- SS, PSERS, Medical, Dental, Vision, and RX

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$77,434.10	Summer Programs Expansion
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$31,000.00	Before and After School Programs- Teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$13,435.40	Before and After School Programs- SS, PSERS, Medical, Dental. Vision, and RX
		\$2,464,091.71	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$9,317,136.00

Allocation

\$9,317,136.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$570,000.00	2 In-house Counselors 1 Mental Health FT Summer Counselor 23-24 Mental Health Counselors 22-23 and 23-24
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$150,554.95	1 Psychologist
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$107,698.24	Psychologist- SS, PSERS, Medical, Dental, Vision, and RX
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$160,000.00	1 Social Worker
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$73,742.40	Teacher-Centered Collaborative Instructional Planning Time
			Teacher-Centered

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$31,684.16	Collaborative Instructional Planning Time- SS, PSERS, Medical, Dental, Vision, and RX
2200 - Staff Support Services	100 - Salaries	\$51,255.51	Summer Programs Librarian
2200 - Staff Support Services	200 - Benefits	\$22,177.16	Summer Programs Librarian- SS, PSERS, Medical, Dental, Vision, and RX
2200 - Staff Support Services	600 - Supplies	\$450.00	Summer Program Library Supplies
2200 - Staff Support Services	100 - Salaries	\$363,180.95	2 Canvas Coaches 22-231 Coordinator of Grant Learning Loss Program
2200 - Staff Support Services	200 - Benefits	\$231,552.39	2 Canvas Coaches- SS, PSERS, Medical, Dental, Vision, and RX
2200 - Staff Support Services	100 - Salaries	\$1,657,778.78	1 English Language Development (ELD) Coach6 Learning Coaches
2200 - Staff Support Services	200 - Benefits	\$1,060,309.51	ELD and Learning Coaches- SS, PSERS, Medical,Dental, Vision, and RX
2200 - Staff Support Services	100 - Salaries	\$1,371,734.38	16 5-hr/day Registered Behavior Technicians (RBTs)- No benefits5 School Climate Coordinators
			5 School Climate

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Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$802,713.13	Coordinators- SS, PSERS, Medical, Dental, Vision, and RX
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$50,000.00	Parent Engagement to Support Students' Needs (Mental Health and Curriculum)
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$8,391.92	CCS OT/PT
2400 - Health Support Services	100 - Salaries	\$16,652.27	Nursing Services
2400 - Health Support Services	200 - Benefits	\$7,066.98	Nursing Services- SS, PSERS, Medical, Dental, Vision, and RX
2700 - Student Transportation	100 - Salaries	\$60,333.80	Transportation Services for Summer Programs (2022, 2023, 2024)
2700 - Student Transportation	200 - Benefits	\$25,963.46	Transportation Services for Summer Programs (2022, 2023, 2024)- SS, PSERS, Medical, Dental, Vision, and RX
2700 - Student Transportation	500 - Other Purchased Services	\$29,804.30	Transportation Services (2022, 2023, 2024)
		\$6,853,044.29	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$575,322.30	\$246,870.33	\$0.00	\$0.00	\$0.00	\$697,603.62	\$0.00	\$1,519,796.25
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	\$608,570.43	\$258,290.93	\$0.00	\$0.00	\$0.00	\$77,434.10	\$0.00	\$944,295.46
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	\$224,297.35	\$139,382.40	\$730,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,093,679.75
2200 Staff Support Services	\$3,443,949.62	\$2,116,752.19	\$0.00	\$0.00	\$0.00	\$450.00	\$0.00	\$5,561,151.81

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00
2400 Health Support Services	\$16,652.27	\$7,066.98	\$8,391.92	\$0.00	\$0.00	\$0.00	\$0.00	\$32,111.17
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$60,333.80	\$25,963.46	\$0.00	\$0.00	\$29,804.30	\$0.00	\$0.00	\$116,101.56
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
	\$4,929,125.77	\$2,794,326.29	\$788,391.92	\$0.00	\$29,804.30	\$775,487.72	\$0.00	\$9,317,136.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$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
							Final	\$9,317,136.00