

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	Northwest Area will use a combination of diagnostic and benchmark testing throughout the school year to evaluate the extent COVID-19 has had on students in grades K-12. Individual classroom teachers will also use classroom data through formative and summative assessment strategies to monitor the academic impact.
Chronic Absenteeism	Northwest Area will continue to follow PDE guidelines for monitoring student absenteeism through child study and professional learning communities to identify students that are in danger of becoming habitually truant.
Student Engagement	Northwest Area will use data from state assessments including both PSSA and Keystones, diagnostic testing, and formative assessment data within the classroom to monitor student progress.
Social-emotional Well-being	During virtual instruction, Northwest Area periodically sent surveys to all district students to collect data on social-emotional well-being. Upon returning to in-person instruction, the district monitored student well-being through perceptual data, SAP referrals, guidance counselor appointments, and students referred for agency services.
Other Indicators	Parental surveys were distributed to determine which families felt their child(ren) could benefit from summer enrichment and remediation.

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])	1. Parental surveys were distributed to determine which families felt their child(ren) could benefit from summer enrichment and remediation. 2. The district will evaluate diagnostic data, PSSA, and Keystone data from '20-'21 to determine the impact to this identified group.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	1. Parental surveys were distributed to determine which families felt their child(ren) could benefit from summer enrichment and remediation.2. The district will evaluate diagnostic data, PSSA, and Keystone data from '20-'21 to determine the impact to this identified group.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	1. Parental surveys were distributed to determine which families felt their child(ren) could benefit from summer enrichment and remediation.2. The district will evaluate diagnostic data, PSSA, and Keystone data from '20-'21 to determine the impact to this identified group.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	The district purchased a program that provides a diagnostic tool to determine current levels for individual students. This program then provides individualized academic pathways in math and ELA based upon the results of the diagnostic.

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.

Students with poor attendance during remote instruction.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Ongoing meetings through Child Study, Professional Learning Communities, and Student Attendance Improvement Conferences to identify students in danger of academic failure as a result of poor attendance and the negative impact of social and emotional difficulties during the time of COVID19.

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 with poor attendance during remote instruction.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

- Academic Impact of Lost Instructional Time

- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Throughout the pandemic, the district has engaged a variety of stakeholder groups to provide input for the purposes of planning. The district has and will continue to survey our stakeholders to solicit input in regards to the usage of ARP ESSER funding. The areas of focus for stakeholder groups and committee meetings have been educational, social and emotional, as well as, health and safety. 1) Board of Education- Involved in approvals of health and safety plans, modalities of instruction, procurement of academic resources 2) Health and Safety Committee- Parent representatives, Certified School Nurse, Administrative team, Professional Staff 3) Executive Council (Support Personnel and Professional Staff)- Involved in academic decision-making to include multiple modalities of instruction, health and safety planning 4) Co-curricular- Director of Athletics, Administration, Committee of the Board, Coaches, Parents- Helped develop protocols for a safe return to play.

5. Use of Stakeholder Input

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

Through the aforementioned stakeholder groups, the district received input based on the needs assessments on how to best plan to spend the ARP ESSER funds. As needs have changed and will continue to change, the district will continue to gather input from these various stakeholder groups to determine the best ways to address the needs of the district. The district will continue to provide surveys and hold committee meetings to provide checkpoint reflections on current spending and updated needs across all district stakeholder

groups.

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)**

Upon receipt of input from the various stakeholder surveys and committee meetings, the administrative team will review the given recommendations. The administrative team will organize and prioritize the spending requests based upon current needs and district initiatives. The administrative team will then present the recommendations to the Board of Education for approval. Once approval has been given, the district will provide updates to the public via the district webpage, Northwest Ranger App notifications, and make public comment at subsequent school board meetings updating all community members of current expenditures.

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

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

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

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

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

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

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

The response must include:

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

The district has implemented a Summer Academy for grades K-12 offering the opportunity for all students to attend, but targeting the students who experienced the greatest need for bridging learning gap. The Academy will present opportunities to receive intensive remediation, in addition to, offerings that are geared to accelerate the student and prepare them for the next school year. The programs are offered through online subject experiences, as well as, in person instruction. The Summer Academy will be offered for the length of the grant. The Summer Academy will have all students use a Diagnostic Assessment to evaluate the level of need for each student. The faculty and staff will then prescribe a learning path that will benefit the student and prepare to move to the next grade level. The district will also plan to have an after school tutoring program that will attempt to address the learning gaps of the neediest students throughout the 2021-2022 school year. This program will also be offered for the length of the grant. Based on diagnostics, personal observation, and academic achievement students will be selected to attend and receive after school tutoring. These students will also have a definitive learning prescription to help them to become successful in the classroom.

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

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

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

The district has and will continue to address the needs of the students and staff by:-Three year commitment to Edmentum platform to address the needs of online asynchronous students, as well as, it will provide enrichment, remediation, and credit recovery opportunities. -Three year commitment to Exact Path to provide a diagnostic tool and design individualized learning pathways for math, ELA and Reading. -Commitment to Northeast Counseling to provide an onsite counselor to address the social, emotional and mental health needs of our students and faculty.-The district will continue to supplement student nutrition and food services.-The district has made a three year commitment to continue to provide the Northwest Area Virtual Academy and offer asynchronous students the opportunity to work with the

Northwest Area Faculty and maintaining a connection with their respective schools.-The district will purchase Chromebooks on a one to one initiative to ensure our students have the ability to access instruction in the classroom or in the event of a change of mode of education, the students would have the ability to access instruction virtually. -The district will continue to purchase and use PPE materials including but not limited to masks, cleaning materials, bus sanitization, and ionization systems for busses. -To address the needs of chronic absenteeism the district has and will continue to use the SAIP process to provide individualized services to students including: mental health services, access to Wi-Fi devices, and delivery of materials if necessary.-The district is committed to upgrading the facilities by installing no touch sinks and hand dryers in all buildings and upgrades to the HVAC system to improve air quality. -The district has and will continue to replace ionization filters monthly. -The district will upgrade the internet infrastructure to increase connectivity to ensure students have better opportunities to access instructional materials and education. -The district will use a portion of the 80% funding to supplement any financial situation that is needed to address the 20% learning loss plan.

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	1,904,155	20%	380,831

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	The Northwest Area School District is committed to the review of student data to assist in making appropriate educational decisions regarding curriculum and educational strategies. In grades K-6, the plan is to utilize data teams and child study teams to review educational progress of grade-level cohorts and individual students. Upon review of data, curricular adjustments, programming decisions, student placement decisions can be made to assist in providing appropriate educational opportunities for students. At the high school level, data review occurs during grade-level or departmentalized professional learning community (PLC) meetings. Upon review of the data, teacher teams can make adjustments to curriculum and student placement recommendations. Teachers K-12 have all been trained formally on formative assessment strategies. Analysis of student progress, identification of learning gaps, and monitoring of student progress will occur daily in the classroom. Teachers can make adjustments as necessary and will communicate with grade-level teams and department members of systemic adjustments that need to be made across all grade levels.
Opportunity to learn measures (see help text)	Faculty: Professional development will be provided for all faculty and staff regarding educational technology including use of Chromebooks and the district purchased online learning management systems. Professional development will be ongoing at in-service meetings, Act 80 days, and monthly faculty meetings. Faculty and staff will also have to ability to request training through local agenices such as LIU18 or through online professional development providers. Students: The district will continue to survey students and families to ensure ALL students have access to the mode of education of their choice. The district will ensure that students and families have the appropriate technology to provide continued access to content and curriculum to promote student success.
Jobs created and retained (by number of FTEs and position type)	Not Applicable

	Data Collection and Analysis Plan (including plan to disaggregate data)
(see help text)	
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p> Summer Academyo High SchoolOver 100 students are being serviced in some manner in the High School through:Camp Ophelia- conflict resolution, self-esteem, peer relationships, mental healthSTEM Camps- Robotics, Programming, plant identification, drone flightArt- Building your dream home, scale modelsCreative Foods- different food creation each dayOnline Course Offerings for remediation and enrichmentCredit RecoveryDual EnrollmentConcert Band Lessons o Elementary94 students in grades Kindergarten through 6th grade are coming to the Summer Academy.Tuesday through Thursday (9 Am till 12 Noon)Breakfast served and take home lunch givenThey receive remediation or enrichment in: · ELA· Math· Technology· Modified Physical Education/Recess· Stem Project every week </p>

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the 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

\$1,905,510.00

Allocation

\$1,905,510.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$384,000.00	Summer school/academy/hours (21, 22, 23)Kindergartem Teacher (21-22, 22-23)
1000 - Instruction	600 - Supplies	\$262,180.00	Edmentum (21-22, 22-23, 23-24), Freckle (21-22, 22,-23, 23-24), Elem Workbooks, Pre-K Hatch (21-22, 22-23, 23-24), DIBELS (21-22, 22-23, 23-24), Foundation Materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$117,775.00	Retirement/Taxes, Health Benefits for Kindergarten Teacher (21-22, 22-23)
		\$763,955.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,905,510.00

Allocation

\$1,905,510.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$138,000.00	Northeast Counseling Services (21-22, 22-23, 23-24)
2400 - Health Support Services	100 - Salaries	\$18,950.00	Substitute Nurse for additional coverages due to COVID protocols
2600 - Operation and Maintenance	700 - Property	\$169,105.00	Automatic Sinks/Dryers (PS, IS, HS), Controls Upgrade
2600 - Operation and Maintenance	600 - Supplies	\$120,000.00	Air Filters (21-22, 22-23, 23-24), PPE, Cleaning Materials and solutions
2700 - Student Transportation	600 - Supplies	\$75,000.00	Bus Sanitizing Solution, Ionization for Busses
2700 - Student Transportation	700 - Property	\$100,000.00	Student Van, Student Van with Wheel Chair Lift
			Adobe, Smoothwall

Project #: 223-21-0304
Agency: Northwest Area SD
AUN: 118406003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	\$520,500.00	(21-22, 22-23, 23-24), Interactive TVs, Chromebooks 2024
		\$1,141,555.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$262,180.00	\$0.00	\$262,180.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$384,000.00	\$117,775.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$501,775.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$138,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$138,000.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$18,950.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,950.00
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	\$120,000.00	\$169,105.00	\$289,105.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,000.00	\$100,000.00	\$175,000.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$520,500.00	\$0.00	\$520,500.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$402,950.00	\$117,775.00	\$138,000.00	\$0.00	\$0.00	\$977,680.00	\$269,105.00	\$1,905,510.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,905,510.00