

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	Individual student data and group data (class, grade level, virtual vs hybrid) are being compared to projections, historical performance data, and benchmarks at certain levels or times of the year to determine the impact of the pandemic on individuals, subgroups and whole groups. This includes state and local assessment data. Curriculum is also being evaluated and revised in combination with assessment data.
<b>Chronic Absenteeism</b>	For all students, attendance and truancy data are being examined in conjunction with student's grades and local and state assessment data. We are also examining the number of Student Attendance Improvement Plans (SAIPs) that were initiated for students experiencing attendance issues and the number of citations filed with the magistrate for truancy.
<b>Student Engagement</b>	Student engagement will be measured through the use of surveys and the PASS screener. Teachers will also receive professional development in this area to better gauge student engagement.
<b>Social-emotional Well-being</b>	We are implementing the PASS screener in our 4 school buildings this year. The PASS is a researched based tool that proactively identifies and addresses social and emotional barriers to learning at the school, group and individual levels.
<b>Other Indicators</b>	

### Documenting Disproportionate Impacts

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants,	During the 20-21 school year, Northern Lehigh allowed all identified students with special needs to choose a learning model. Families could choose between attending four day in person with one day virtual or an all virtual asynchronous model. During this time teachers continued to progress monitor and adjust IEP's to meet the needs of the individual students. This data was used to determine eligibility for Covid

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Compensatory Services and Extended School Year services, which were offered during the summer of 2021. Data and formal testing were completed within timelines if the parent made the student available. If a student was not made available, a record review was conducted within the timelines. In the 21-22 school year, progress monitoring, local assessments, state assessments and formal testing will be used to gauge the impact of the pandemic on this group of at-risk students.
English learners	During the 20-21 school year, teachers in our English Language Development Program (ELDP) reached out to individual English Language Learners (ELLs) and families of students who chose a virtual model of instruction to touch base, instruct students, and engage families. During the 21-22 school year, the ELDP teacher created and disseminated an English Language Instruction Plan (ELIP) for each Multilingual Learner (MLL) in our program. These documents provide WIDA scores and appropriate accommodations for instruction, assignments, assessments and other areas to help the student work towards becoming proficient in the English language and realize success in classes. Grades, local and state assessment data (especially the WIDA exam) and anecdotal data will be used to gauge the impact of the pandemic on this student group and to measure their progress.
	Another subgroup impacted by the pandemic is “students who are chronically absent”. Across our schools, we track absences including the following data: Truant (3+ unlawful absences), Habitually Truant (6+ unlawful absences), Chronically Absent (10% - all absences), and Severely Chronically Absent (20% - all absences). During 20-21, we tried a variety of strategies to improve the attendance of students in this group including: offering educational mode options (in-person instruction, remote learning, or

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>Bulldog Academy which is out in-house cyber program), reaching out to students to reengage them in their learning, SAIP conferences, providing home wellness checks, helping students get help with their academic or mental health struggles and more. During the summer of 2021, we offered Summer Learning Academies to all students, including this subgroup with the hope that students who were chronically absent would attend to fill in the learning gaps they experienced during the school year, and for those who lost credit at the secondary level, the summer program would also provide an opportunity for credit recovery.</p>

**Reflecting on Local Strategies**

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

	Strategy Description
<p><b>Strategy #1</b></p>	<p>Summer Learning Academies - Our district hosted Summer Learning Academies at each level. The 6-week in-person program at the elementary level focused on reading, math and social-emotional learning. In the 6-week in-person middle school program, curriculum from the school year was retaught in an abridged manner. At the high school, we used Bulldog Academy, our in-house cyber school, to provide credit recovery opportunities. All students K-12 were invited to participate in the Summer Learning Academies. Additionally, we provided Extended School Year (ESY) and COVID-19 Compensatory Services (CCS) to students with special needs who qualified. We plan to offer Summer Learning Academies during the summers of 2022, 2023 and 2024 using ESSER III funds.</p>

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 who are chronically absent

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

	Strategy Description
<b>Strategy #2</b>	We have purchased the PASS SEL universal screener which we will use with all students in all 4 of our buildings 2-3 times per year. The purpose of this screener is to identify "fragile learners" and how they feel about themselves and school and support them in the ways that they need to be to help them thrive. This screener will help staff gain insight into student attitudes across the district, in buildings, by groups, and individually, so needs can be addressed at those levels. The program includes 130 researched-backed intervention strategies to be implemented through our MTSS.

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

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

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

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

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

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

Students who are chronically absent

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
	To start the 21-22 school year, we hired additional staff. Those new

	Strategy Description
<b>Strategy #3</b>	positions include a district administrator (Director of Educational Technology, Curriculum and Instruction), 14 Department Leaders (District-wide: Special Education, Student Services, Business and Technology, Fine Arts, Health/Physical Education/Family and Consumer Science, Assessment and Data; Elementary: 2 ELA/Social Studies, 2Math/Science; and Secondary: ELA, Math, Science, Social Studies), 5 Paraprofessionals (2 at Peters Elementary, 2 at Slatington Elementary and 1 at Middle School), and 2 Technology Integration Specialists (1 Elementary, 1 Secondary). The focus of these new positions will be to lead curriculum revisions, provide interventions through our Multi-Tiered Systems of Support (MTSS) and support teachers in the effective use of technology to engage students.

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:**

Students who are chronically absent



## **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.)

NLSD leadership believes that it is important to allow stakeholders the opportunity to have a voice in planning for use of ESSER ARP funds so that we best meet the needs of students in the district, especially those identified as being significantly impacted by the pandemic. We have engaged in meaningful consultation with stakeholders by publicly announcing the release of ESSER funds and discussing the parameters of the allocations and spending. Needs were assessed and opportunities for discussion occurred in several different ways and with several different stakeholder groups (e.g. Curriculum Council, Finance Committee, Family Engagement Meetings, Education/Policy Committee). Monthly, all ESSER grant spending (CARES, CRRSA and ARP) is summarized (allocation, spent to date, encumbered, future spending list, unspent funds) for the public so they are aware of the status of each and the deadline for spending. Purchases made with ESSER funds are also listed as such on school board agendas for transparency.

#### **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)**

Staff and students have the opportunity to make requests or recommendations regarding the plan through the departments or groups with which they are associated in the district or by discussing them with building leadership. Members of the public, including parents/guardians, business owners and community members/partners can do the same through standing committees, district leadership or at school board meetings. A flow chart for ESSER recommendations/approvals was created for clarity and transparency.

## **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The plan for use of ESSER ARP funds has being developed with the input of NLSD stakeholders as described in question 5. The plan will be discussed at one or more committees of the board before being discussed at the board meeting at which approval is being sought. Upon board approval, the plan will be published on our website (nlsd.org) and submitted to PDE as required.

## **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.

Northern Lehigh School District has planned summer opportunities for students (during the summers of 2021, 2022, 2023, and 2024) through the ESSER ARP grant. The purpose of these programs is to fill in learning gaps caused by the pandemic, provide opportunities for credit recovery, and expand or extend learning that occurred during the traditional school year. These summer programs are available to all students in our district K-12, but we are targeting individuals or groups that were significantly impacted by the pandemic. At the Elementary level, our Horizons Summer Academy focuses on literacy, mathematics and social-emotional learning. At the secondary level the focus is on curriculum in each content area, with learning being differentiated for small groups or individual learners. Additional summer programs, like Summer Band, will also be offered and provide a focused interest. Studies demonstrate that strong summer programs can achieve several important goals: reverse summer learning loss, achieve learning gains, and give low-performing students the chance to master material that they did not learn during the previous school year. Additionally, they are found to have positive effects on student achievement if programming is high-quality and aligned to student need and if students attend regularly. At Northern Lehigh, we ran our summer programs for at least six weeks (credit recovery at the HS took longer in some cases) and used course grades, local assessments, and a pre-test to determine the needs of individuals and groups. We also mandated student attendance for those that chose to participate. The three student groups at NLSD that we feel faced particularly significant impacts from the pandemic are children with disabilities, English learners and students who were chronically absent. Therefore, the last group specifically addresses students who have missed the most the most in-person instruction or did not consistently participate in remote instruction.

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

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

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

Continuity of Services: NLSD will use the remaining ESSER ARP funds to address needs in the areas associated with this grant. Specifically, funds are being used for the salary and benefits of directors, teachers, nurses, and paraprofessionals who facilitated our summer programs,

which continued/expanded learning year-round. This includes Extended School Year (ESY), COVID Compensatory Services (CCS) and focused instructional groups, like summer band, for elementary and secondary students. Costs associated with the bussing of students to summer programs is also included. As USDA has extended the Seamless Summer Meal Program through at least June of 2022, funds are also being used to pay the salary and benefits of cafeteria staff who prepare and deliver those meals. Access to Instruction: NLSD created and to start the 21-22 school year, hired additional staff (Director of Educational Technology, Curriculum and Instruction, 2 Technology Integration Specialists and 5 Paraprofessionals) to lead curriculum revisions, provide interventions through our Multi-Tiered Systems of Support (MTSS) and support teachers in the effective use of technology. We believe that by doing this we will be able to reach all students at their instructional level, especially those which this grant focuses on. ESSER ARP funds are also being used to purchase some additional platforms, tools and supplies to facilitate better access to instruction (like Imagine Learning, Reading A-Z, Lit Camp, Calendy, headsets/earbuds). Mitigation Strategies: NLSD is not planning to use funds from ESSER ARP to support prevention and mitigation for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff in accordance with our Health and Safety Plan as we have used ESSER/CARES and ESSER/CRRSA to that end. Facilities Improvements: NLSD is not planning to use funds from ESSER ARP to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation in accordance without Health and Safety Plan as we have used other ESSER monies and PCCD grants to that end.

**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)**

N/A

**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.**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	2,950,778	20%	590,156

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Academic data will be examined and considered in mapping and revising curriculum and in addressing learning loss. That academic data will include course grades, promotion/retention, state standardized test scores (PSSA, Keystone, WIDA, PASA) and local assessment data (Acadience, Imagine Learning, STAR, IXL, USA Test Prep, Read/Math 180, etc.).
<b>Opportunity to learn measures (see help text)</b>	In assessing opportunity to learn, the district will consider absenteeism, access to technology, and student engagement. Absenteeism is tracked through our SMS and SAIP and trunacy processes. Access to tracked by our technology department in devices (laptops, Chromebooks, chargers, hotspots) that are handed out. Surveys will also help to gather information on access to technology and engagement. Our SEL screener also gathers data on student attitudes and barriers to learning and can be considered in this category too.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Created Jobs: 8 FTE (1 Director of Educational Technology, Curriculum and Instruction, 2 Technology Integration Specialists, 5 Paraprofessionals); Retained Jobs: 0; We will continue to evaluate the need for additional positions or the reallocation of human resources to best serve the needs of our district.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Rosters of students who participate in programs funded by ARP will be kept (e.g. summer, afterschool, enrichment) and lists can be disaggregated by student group.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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

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



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



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



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



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



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



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

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,950,778.00

**Allocation**

\$2,950,778.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$93,000.00	Imagine Learning - digital math and literacy platform - 3 years (21/22, 22/23, 23/24) - Learning Loss - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$244,000.00	Salary for 5 paraprofessionals - 3 years (21/22, 22/23, 23/24) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$95,000.00	Benefits for 5 paraprofessionals - 3 years (21/22, 22/23, 23/24) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$60,000.00	Salary for 2 Directors of Summer Learning Academies - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$28,000.00	Benefits for 2 Directors of Summer Learning Academies - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$340,000.00	Salary for teachers and instructional paraprofessionals for summer - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$150,000.00	Benefits for teachers and instructional paraprofessionals for summer - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$460.00	Headsets, Earbuds for computers - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Supplies for Summer Learning Academies Culminating Experience - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$120.00	Reading A-Z License - This is marked for Learning Loss

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$300.00	Name Tag Holders - 4 summers (2021, 2022, 2022, 2023) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,000.00	Salary for Summer Band Camp Facilitators - 4 summers (2021, 2022, 2023, 2024) - 2 Teachers - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,000.00	Benefits for Summer Band Camp Facilitators - 4 summers (2021, 2022, 2023, 2024) - 2 Teachers - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,360.00	Smart Music for Band Classes during year and summer band - 4 years/summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$288.00	Calendy to schedule TIS - 2 years (21/22, 22/23)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$187,655.00	Bulldog Academy district in house cyber learning platform - 3 years (22, 23, 24)
			Purchase of teacher and student software

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,748.00	such as adobe, Classkick and Kami to assist teachers and students in an online learning enviroment - these purchases consisted of various items with all single item purhcases less than \$10,000 and is considered a small purchase and is reasonable
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$87,311.00	Purchase of additional replacement chromebooks and licenses and additional chromebook cases. Teacher instrucional software Lightspeel Classroom and Cameyo. Replacement HP Probook LCD's and additional staff laptops. - these purchases consisted of various items will all single item purchases less than \$10,000 and is considered a small purchase and is reasonable
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,705.00	Partial Salary for 2 Technology Integration Specialists - 22/23 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$56,269.00	Partial Benefits for 2 Technology Integration Specialists - 22/23 school year
		<b>\$1,448,216.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,950,778.00

**Allocation**

\$2,950,778.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$160,000.00	Bussing to Summer Learning Academies (Summers 2021, 2022, 2023, 2024) - This is marked for Learning Loss
2200 - Staff Support Services	100 - Salaries	\$390,000.00	Salary for Director of Technology, Curriculum and Instruction - 3 Years (21/22, 22/23, 23/24)
2200 - Staff Support Services	200 - Benefits	\$220,000.00	Benefits for Director of Technology, Curriculum and Instruction - 3 Years (21/22, 22/23, 23/24)
3100 - Food Services	100 - Salaries	\$70,000.00	Salary for Food Service Department - 4 Summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
			Benefits for Food Service Department - 4

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Function	Object	Amount	Description
3100 - Food Services	200 - Benefits	\$50,000.00	Summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
2200 - Staff Support Services	100 - Salaries	\$350.00	Lesson plan development for FIDs
2400 - Health Support Services	100 - Salaries	\$18,000.00	Salary for nurses for summer - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
2400 - Health Support Services	200 - Benefits	\$8,000.00	Benefits for nurses for summer - 4 summers (2021, 2022, 2023, 2024) - This is marked for Learning Loss
2000 - SUPPORT SERVICES	600 - Supplies	\$42,000.00	Data warehousing platform - 4 Summers (21/22, 22/23, 23/24, 24/25) - This is marked for Learning Loss
2200 - Staff Support Services	100 - Salaries	\$63,000.00	Salary for 14 Department Leaders - 3 Years (21/22, 22/23, 23/24)
2200 - Staff Support Services	200 - Benefits	\$27,245.00	Benefits for 14 Department Leaders - 3 Years (21/22, 22/23, 23/24)
2600 - Operation and Maintenance	700 - Property	\$55,038.00	Purchase of 2 tents for outdoor instruction and social distancing - this product was bid through an RFP process

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Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$39,780.00	Professional Development Trainig for staff through Institute for Teaching and Learning - We recieved 3 quotes for this serivce
2800 - Central Support Services	700 - Property	\$194,560.00	Blade Center and Service Contract - This purchase was made through a PEPPM contract bid reward
2800 - Central Support Services	400 - Purchased Property Services	\$3,680.00	Tmobile Hot Spots for students without connectivity - this purchase consists of monthly rental less than \$10,000 and is considered a small purchase and is reasonable
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$92,783.00	Bottle filling stations - This item has gone out for bid through an RFP process
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$54,000.00	LPN staffing service to address increase needs of students
3100 - Food Services	700 - Property	\$14,126.00	Refrigerator and warming units for cafeteria - these puchases consisted of 2 items with all single item purhcases less than \$10,000 and is considered a small purchase and reasonable

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Function	Object	Amount	Description
		<b>\$1,502,562.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$732,705.00	\$329,269.00	\$187,655.00	\$0.00	\$0.00	\$198,587.00	\$0.00	\$1,448,216.00
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	\$42,000.00	\$0.00	\$42,000.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$453,350.00	\$247,245.00	\$39,780.00	\$0.00	\$0.00	\$0.00	\$0.00	\$740,375.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$18,000.00	\$8,000.00	\$54,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,038.00	\$55,038.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$160,000.00	\$0.00	\$0.00	\$160,000.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$3,680.00	\$0.00	\$0.00	\$194,560.00	\$198,240.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$70,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,126.00	\$134,126.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$92,783.00	\$0.00	\$0.00	\$0.00	\$92,783.00
	<b>\$1,274,055.00</b>	<b>\$634,514.00</b>	<b>\$281,435.00</b>	<b>\$96,463.00</b>	<b>\$160,000.00</b>	<b>\$240,587.00</b>	<b>\$263,724.00</b>	<b>\$2,950,778.00</b>

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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,950,778.00