

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	PSSA Data comparison of 2018-19 and 2020-21
Chronic Absenteeism	Comparison of chronic absenteeism from 18-19 through 21-22:18-19: Grades 9-12 - 52 students were reported as chronic (data reported) 19-20: Grades 9-12 seventeen (17) students were reported as chronic (data reported)20-21: Of 3,877 students 706 were considered as chronic (grades 9-12 - 405 were considered and reported as chronic)
Student Engagement	Comparison of students involved in extra curricular activities:From 2019-2020 school year to 2020-2021 there was a decrease of 2 participants in co-curricular activities
Social-emotional Well-being	We wanted to provide a universal district wide social emotional screener to determine the needs of our students before they become a concern. The BASC-3 Behavioral and Emotional Screening System (BASC-3 BESS) offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. It also coincides with our current Q-Global database which is an efficient and effective method Web-based Administration, Scoring, and/or Reporting. The BESS assesses a wide array of behaviors that represent both behavioral problems and strengths. One of the benefits of the program is that it can be completed in approximately five minutes or less, without the need for specialized training. Additionally, it utilizes Spanish-language versions for the parent and student self-report forms. The final report is a reliable and accurate predictor of a broad range of behavioral, emotional and academic problems. Students who show that they are at no risk or low risk continue in the classroom with evidence-based classwide strategies. Students who are shown to fall within the eligibility criteria for elevated risk or extremely elevated risk range will be recommended for additional interventions with progress monitoring components.
Other Indicators	

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.

	Provide specific strategies that were used
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Student Group	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])	PSSA scores, DIBELS scores, MAP progress
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	K-2 Students: Due to COVID restrictions and closures instruction has been challenging especially for our primary students who may not have had access to preschool or early intervention services. This will be tracked through DIBELS and MAP progress.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	7-12 Students : Mental Health Implications Screening data from the BASC-3 BESS, recommendations, and data collection on the resulting service delivery. Statistics related to EPIC/Social Worker & SAP Liaison services provided, number of students served, individual and group therapy sessions, presentations, contacts, and total activities.

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	Utilization of the MAP for benchmarking and growth data. This will help classroom teachers and interventionist work with students in order to address their individual needs.

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.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Student Assistant Program Liason Services at the elementary level.

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.

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.)

BPSD is developing a strategic plan involving over 100 different stakeholders including students, staff, faculty, parents, community members, and board members. During the Curriculum subcommittee meeting we discussed the use of ARP ESSER funds to include the purchase of learning materials aimed at addressing learning loss during the summer months and continuing to provide families with access to some of those resources year round in order to support individual student goals. We also discussed the need to provide in person and remote options to students to accommodate the needs and preferences of all students and families. Funds were and will continue to be used to provide a variety of supports and personnel to address learning loss. The Finance Committee members discussed the utilization of funding to help with funding additional positions to reduce class size and for improving facilities with regard to upgrades in ventilation and other HVAC systems in our schools. During stakeholder meetings the Human Resource Committee discussed possible staffing solutions that would impact class size, security for all buildings and retainment of staff. Based on our discussions we did develop a staffing matrix that would look at class sizes during a pandemic or create smaller class sizes in case of another pandemic. Another sub-committee of the strategic planning process was the "Student Experience" sub-committee that included 20 participants (7 community members, 6 school staff members, 2 students, 4 administrators, and 1 Board member) and that convened on 6 meeting dates from May through August 2021. Review of district data, reflection on effective educational practices, and discussions of the sub-committee membership resulted in 3 primary goal areas of student and community engagement, universal design for learning, and safe schools. The overarching goal of safe schools included the focused area of social and emotional learning supported by social worker and student assistance program liaison services and programs. This intersects with the requirement of this

grant to identify one priority strategy addressing social-emotional needs that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. As part of our larger district-wide strategic planning committee a Diversity, Equity, and Inclusion commitment was established with a specific focus. Therefore starting in March of 2021, the Bethel Park School District engaged a diverse population of stakeholders in a collaborative process that included establishing a Strategic Planning Committee to focus on Diversity, Equity, and Inclusion (DEI). Stakeholders included: administrators, parents, staff members, community members, and students. Stakeholders met bi-monthly for six months and continue today to meet to discuss policy, programs, and curriculum surrounding DEI.

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)**

Funds will be used to employ various staff to addresses the needs of our students. In addition to the "Student Experience" work to review district data, reflect on effective educational practices, and take input from the sub-committee membership, a district and community survey is planned for implementation during the five-year period of the Strategic Plan. Baseline data will be collected in September of 2021 through a series of stakeholder surveys and a post-survey (September of 2022, 2023, and 2024) will be conducted to determine indicators of growth and/or to inform of any additional needs to be addressed. The survey data collection will focus on increased student and community engagement, effective instructional practices including UDL, and the area of safe schools including social and emotional learning support that is a priority strategy identified to be effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. The DEI Committee surveyed students 7-12 regarding their opinions about topics related to diversity, equity, and inclusion. In addition, the K-12 parents were also surveyed. This survey data was used to create an action plan, using S.W.O.T. analysis techniques to establish strengths and needs of the district surrounding programs, curriculum and policy. This survey, in addition to in-depth discussion and literature review, helped craft a plan for programs, policy, curriculum components, and how funds should be appropriated. The Finance Committee discussed the use of funds to help facilitate the upgrade of HVAC systems and controls in our schools to improve air quality and ventilation concerns. During the Curriculum subcommittee meeting we discussed that curriculum and student growth and learning are the crux of what a school does. We will continue to use funds to purchase learning materials and resources in order to address the variety of learning needs. The facilities committee met to discuss the development of our eight schools, administration building and bus garage. The conclusion is a recommendation for a possible consolidation of the five elementary schools. Covid-19 has helped all stakeholders to understand the necessity of larger spaces spreading out the staff and children in the buildings and the need for new educational programming. Funding has helped to enable this to occur. The plan is to employ a 1st and 2nd grade teacher at one of our elementary buildings to help with class size and to address learning loss that may have happened during remote instruction. With reducing class size students and families will feel comfortable sending their children to school to lessen the gap of learning loss. We will add 3 security officers to help with coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.

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)**

As mandated, the plan will be made publicly available on the web so that all members of the community will have access to it. Most likely, we will download the copy of the grant application and post that on the web page. Any parent/caregiver requesting an alternative format will be provided with one.

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

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

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

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

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

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time

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

The response must include:

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

In-person remediation sessions were held June 15-July 1, 2021 (Monday-Thursday) at all levels. The response from the families and the staff were positive. Students were able to work on individualized learning paths in grades K-4 with hands-on application, Exact Path practice and reteaching. We had: 23 Kindergarteners 34 1st graders 12 2nd graders 10 3rd graders 17 4th graders 5-12 in person instruction was based on students in danger of retention: 5th and 6th grade (12 Students) -focus on ELA and Math using Exact Path 7 and 8 (77 students) Science, ELA, Math and Social Studies using Apex Tutorials9-11 (86 students) focused on credit recovery using Apex CoursesAll students in the District have been given access to Exact Path and Apex for the year. Both programs are diagnostic, research based, and meet federal guidelines. They can be used without teacher/staff input. Tutoring began on July 6 and will continue until August 6 in person or remote. All tutoring sessions are using Exact Path or Apex as the data point to plan for tutoring. We currently have approximately 150 students receiving tutoring K-12. English as a Second Language camp began on July 6 and will end on July 29. We have 9 K-4 students participating. The camp approach supports the students' use of English by using games, songs, and play. We were also able to partner with Slippery Rock University in a language research study using "story cubes" to further develop understanding and use of English.Mental health individual and group counseling has been in session at all levels. K-6 is individualized offered by our Social Workers. 36 students are receiving these services. Teen and Family Outreach is offering three, 2 hour groups for students 7-12. The first session had only 2 students in it. July 20 is session 2 and August 9 is session 3.Extended School Year was offered again this school year for our students who qualify. We have 66 students participating until July 29, 2021. With the support of the Bethel Park School Board and the ARP funding, we accomplished our goal of offering something for everyone. The use of these resources going into the 2021-22 school year will continue to impact 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.

Social Emotional Needs: Student Assistance Program (SAP) Liaison Services at the Elementary

Level and Social Work Services K-12 Partnerships with Auberle and Southwood Hospital provide direct services to students as well as support of staff with presentations, consultations, and information dissemination. Funds will be used to sustain student assistance program liaison services in two elementary schools (Abraham Lincoln and Benjamin Franklin) and to add new student assistance program liaison services in three elementary schools (William Penn, George Washington, and Bethel Memorial). These services will lead to the additional services of school-based mental health at the elementary level which will be an early intervening strategy to meet social emotional needs and coping strategies for young students in response to the pandemic. Staff and families will also receive support from the assigned liaisons from training, consulting, and meeting time at the school-based level. Additional SAP Training is also proposed for new staff members. A long standing relationship between the district and Southwood includes contracted social work services. An expansion of these services will be funded to meet the increased needs related to social and emotional learning as well as mental health. The social work program's purpose is to enhance the district's counseling and mental health services, support district programs to more effectively serve the student population, assist parents and faculty in identifying high risk students, and to facilitate access to treatment programs when direct services are recommended. These services are available in all district schools from grades K-12. ARP funds have been allocated to increase opportunities to learn and ensure equity in instructional delivery. Smithsonian Science for the Classroom has been adopted as the comprehensive core science program in grades 1-4. These materials align with the instructional shifts required by the Next Generation Science Standards (NGSS). Each grade level has access to 4 inquiry-based modules that provide a coherent experience centered on a carefully designed "storyline" that builds towards answering a question or solving a problem. Smithsonian Science for the Classroom was also designed to integrate with the PA Core Standards for Math and English Language Arts. Grade-level math and ELA standards connections are highlighted throughout the lessons, such as using mathematics and computational thinking; obtaining, evaluating, and communicating information; and engaging in argument from evidence. The program also incorporates Smithsonian Science Stories that intentionally feature women and minority scientists and engineers. They also incorporate topics relevant to a variety of racial and ethnic minority groups. Cross-curricular extensions connect to a variety of topics, including Arts and Literacy, which have been shown to increase girls' engagement with science, and support students who are from a racial or ethnic minority group or who are economically disadvantaged. Research based ELL strategies are also embedded throughout each module. Funds have also been allocated to support STEAM integration in grades K-8. Library media specialists in the elementary and middle schools will collaborate to provide consistent, engaging and equitable 21st Century learning experiences that offer opportunities for students to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. High and low tech materials will be purchased to support design challenges and instructional making. The librarians will serve as a coach, or facilitator, rather than transmitter of knowledge. They will assist students in diagnosing problems, and encourage them to persevere in solving them. The loss of instructional time during the COVID-19 pandemic has resulted in great variation in student's individual levels of readiness for learning grade level academic content. We have purchased the MAP Growth Assessment for students in grades K-8. Using MAP Growth data, teachers can confidently tailor instruction to support every student, whether they are below, at, or above grade level. MAP Growth student reports present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning. ARP funds will also be utilized to purchase

instructional materials for math and reading interventions and/or enrichment as prescribed by the MAP Growth data. The district will utilize funds to upgrade generators, hvac controls, boilers, air handling and air conditioning units throughout our aging buildings in order to improve air quality, circulation, and flow. In addition, the district has some water infiltration issues that must be addressed to mitigate any potential issues with mold or mildew.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,379,249	20%	475,850

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 loss of instructional time during the COVID-19 pandemic has resulted in great variation in student’s individual levels of readiness for learning grade level academic content. We have purchased the MAP Growth Assessment for students in grades K-8. Using MAP Growth data, teachers can confidently tailor instruction to support every student, whether they are below, at, or above grade level. MAP Growth student reports present realistic learning goals by subject areas so that, through a teacher’s guidance, students can individually see their progress and be inspired to take charge of their own learning. ARP funds will also be utilized to purchase instructional materials for math and reading interventions and/or enrichment as prescribed by the MAP Growth data.
Opportunity to learn measures (see help text)	Attendance information, Student participation in extracurricular activities, STEAM opportunities, CEW activities, access to mental health professionals, summer learning engagement
Jobs created and retained (by number of FTEs and position type) (see help text)	Two Long Term Substitute positions were created at George Washington Elementary School at 1st Grade and 2nd Grade Levels for the 2021-2022 school year. This was done to reduce class size and allow for social distancing. This move allowed us to keep all classroom sizes K-2 at 20 or less across the district. This move allows the safe return to in-person instruction and continuity of services for all schools across the district. Three Security Officer positions were created this year to have equity across all buildings. These positions were needed because of COVID guidelines we were seeing an increase of parents dropping their students off for school and picking them up instead of students riding the bus. Because of pick up and drop offs the traffic concerns needed to be addressed for safety reasons. Also parents are restricted from entering the building due to COVID guidelines during pick-up/Drop-off so there needs to be a presence at the school to help assist with these situations.
	Social Emotional Needs: Student Assistance Program (SAP) Liaison Services at the Elementary Level and Social Work Services K-12Data analyzed will include student participation in programs related to

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>social/emotional learning. Statistics and metrics will be collected related to SAP Liaison & EPIC/Social Worker services provided, numbers of students served, individual and group therapy sessions, presentations, contacts, and total activities. Additional information will be compiled and analyzed from screening data from the BASC-3 BESS, recommendations, and data collection on the resulting service delivery. The district core team has the capacity and strategy to collect, disaggregate, and analyze these data points. The disaggregated student subgroups will include economically disadvantaged, special education, English learners, primary K-2, and secondary students with mental health implications. The team will monitor progress and adjust strategies as needed related to the delivery of these services and to maximize student participation in these programs. Reports from the summer learning platforms.</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

\$2,379,249.00

Allocation

\$2,379,249.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$460,000.00	Salaries for staffing connected with summer learning loss programing and class size reduction teachers.
1000 - Instruction	200 - Benefits	\$200,000.00	Benefits for staffing connected with summer learning loss programing and class size reduction teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$150,000.00	SAP (Student Assistant Program) liasion services for the 21-22, 22-23 and 23-24 school years for 5 elementary buildings.
			Materials needed to increase student engagement and address learning loss and social emotional health while helping with inperson and

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$738,336.50	remote learning including the purchase of Smithsonian Science for grades 1-4; Second Step SEL, bully prevention and child protection K-5 kit; and reading and math materials in order to help address a decrease in test scores.
1000 - Instruction	600 - Supplies	\$100,000.00	Purchase of NWEA MAP in order to have a benchmarking and progress monitoring system to address specific student needs.
1000 - Instruction	600 - Supplies	\$75,000.00	Purchase of Schoology LMS in order to provide in person and remote instruction
1000 - Instruction	600 - Supplies	\$275,000.00	Purchase of technologies/software in order to offer summer learning programs, tutoring programs, and to allow for individual needs to be addressed. Software such as APEX, Exact Path, Study Island, etc
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$812.50	Crossroads Speech Services
		\$1,999,149.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,379,249.00

Allocation

\$2,379,249.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$80,000.00	Salary for additional health services and/or security needed due to newly adopted health and safety procedures.
2000 - SUPPORT SERVICES	200 - Benefits	\$18,000.00	Benefits for additional health services and/or security needed due to newly adopted health and safety procedures.
2600 - Operation and Maintenance	600 - Supplies	\$19,100.00	Purchase of Diesel Generator
2600 - Operation and Maintenance	600 - Supplies	\$46,000.00	Purchase of air filters
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$170,000.00	Social Worker services for all 8 buildings to help with student mental health.

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$30,000.00	Nursing services due to new health and safety requirements.
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$17,000.00	Purchase of Vector Social Emotional Health, Exceptional Child, and Trauma, among many other topics, training system.
		\$380,100.00	

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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	\$460,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$1,188,336.50	\$0.00	\$1,848,336.50
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$812.50	\$0.00	\$0.00	\$0.00	\$0.00	\$812.50
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	\$80,000.00	\$18,000.00	\$47,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$145,000.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$170,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$170,000.00
2200 Staff Support 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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,100.00	\$0.00	\$65,100.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$540,000.00	\$218,000.00	\$367,812.50	\$0.00	\$0.00	\$1,253,436.50	\$0.00	\$2,379,249.00

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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,379,249.00