

## **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
<b>Academic Impact of Lost Instructional Time</b>	Elementary Level- At Penn-Bernville and Bethel, elementary benchmark and diagnostic assessments measure and monitor student progress. These assessments can also be beneficial to help determine learning loss. At the start of each school year, students are administered the DIBELS assessment in Grades K-5. This assessment measures a variety of early literacy skills that students need to be successful. The following assessment given is to all students in grades K-6 and is the Fountas and Pinnell reading assessment. This assessment also measures literacy skills but includes an in-depth analysis of comprehension. The final assessment used at the elementary level and secondary level is the CDT. This is a diagnostic assessment given in grades 3-high school in reading, math, and science. This assessment is used to identify where individual students are performing about grade-level standards. Teachers use these assessments to determine students' needs and instructional gaps to differentiate core instruction and plan interventions.
<b>Chronic Absenteeism</b>	School counselors and principals meet on a consistent basis to review attendance rates at each building. They not only look at the overall attendance rates but also look at the attendance rates for our special needs and economically disadvantaged subgroups. The overall absences for each child are tracked and students who demonstrate a pattern that would lead toward chronic absenteeism are monitored more closely and interventions are put in place. Interventions may include check-and-connect, home visits, parent meetings, extra phone calls/texts/emails, and SAIP's.
<b>Student Engagement</b>	Student engagement is monitored through both informal and formal observations of classrooms. Administrative teams participate in Learning Walks at each building at least one time per quarter. During these learning walks, the administration identifies students' actions, teacher actions, and what is seen and heard in the environment. This data is collected via a Google Form and then analyzed immediately after with the team. This data helps the administrative team plan for future PD and instructional decisions. All teachers will be observed a minimum of 3 times per year with a combination of walkthroughs (informal) or observations (formal). This information is documented in our Talent Ed supervision system, and student engagement is confirmed in Domain 3 C. on the Teacher Observation Rubric.
	In a survey given to all stakeholders in October of 2021, 14% of those who responded indicated that Social-emotional well-being is a concern and

	Methods Used to Understand Each Type of Impact
<b>Social-emotional Well-being</b>	extra supports are needed. In addition, all five building principals, the district Homeschool Visitor, four school counselors, and multiple other staff, faculty, students, and administrators have voiced concerns over mental health and social-emotional needs.
<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.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Through the use of ESSER II and ARP ESSER III Set Aside funding additional services have been added through CARON Foundation for SEL and summer and after-school programs. The SEL and summer programs will be in place with these funds from the 2021-2022 school year through 2023-2024. During the duration of these programs, the participation of students with disabilities will be tracked through each building's school counselors. In addition, during the 2021-2022 school year an in-person after-school program will be put in place and a virtual tutoring option for students. The participation of students with disabilities will be tracked in both programs to identify the participation rate of students and the impact. In addition, students' academic progress is monitored through benchmark and progress monitoring data.
Students from low-income families	Through the use of ESSER II and ARP ESSER III Set Aside funding additional services have been added through CARON Foundation for SEL and summer and after-school programs. The SEL and summer programs will be in place with these funds from the 2021-2022 school year through 2023-2024. During the duration of these programs, the participation of students from low-income families will be tracked through each building's school counselors. In addition, during

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>the 2021-2022 school year an in-person after-school program will be put in place and a virtual tutoring option for students. The participation of low-income families will be tracked in both programs to identify the participation rate of students and the impact. In addition, students' academic progress is monitored through benchmark and progress monitoring data.</p>
English learners	<p>Through the use of ESSER II and ARP ESSER III Set Aside funding additional services have been added through CARON Foundation for SEL and summer and after-school programs. The SEL and summer programs will be in place with these funds from the 2021-2022 school year through 2023-2024. During the duration of these programs, the participation of English learner students will be tracked through each building's school counselors. In addition, during the 2021-2022 school year an in-person after-school program will be put in place and a virtual tutoring option for students. The participation of English learner students will be tracked in both programs to identify the participation rate of students and the impact. In addition, students' academic progress is monitored through benchmark and progress monitoring data. During 2021-2022, our Elementary ESL teacher is also providing English Classes for any family who is interested in participating.</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
Strategy #1	<p>Increase of CARON Foundation Services to 5 days per week. This allowed all schools to access CARON services for SAP assessments consistently and implement support groups at each building.</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.

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

	Strategy Description
Strategy #2	Creation of district protocols for building MTSS groups to follow.

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
	Implementation of skill-based interventions at the JSHS during advisory

	Strategy Description
<b>Strategy #3</b>	period utilizing Keystone Data and PVAAS Quintile Data. Skill-based interventions based on benchmark data were already in place at both elementary schools.

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.)

On October 19, 2021, a phone call and email were sent to parents, staff, and faculty in the Tulpehocken Area School District. The superintendent explained in this email the purpose of the ARP ESSER funds, the proposed use of funds, and solicited feedback on different uses for the funds through a Google Form Survey. The survey was also posted to the TASD website, and all responses were due on October 28, 2021. The district felt that this was the best way to get the most significant number of responses from various stakeholders. In the end, the following 114 stakeholders participated in the survey: Student: 0 (0%) Community Member: 1 (.9%) Parent/Guardian: 82 (73.2%) Teacher: 21 (18.8%) Support Staff: 8 (7.1%) School/District Administrator: 0 (0%)

#### 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)**

On October 29th the survey stopped accepting responses and results were analyzed in two parts. First, the district proposed two uses for the ARP ESSER funds, 1) Afterschool programs and 2) replacement of HVAC system at the JSHS to improve air ventilation and reduce the risk of virus transmission. The results of the proposed uses are below. 1) Afterschool programs (Yes- 86.6% and No- 13.2%) 2) replacement of HVAC system at the JSHS to improve air ventilation and reduce the risk of virus transmission (Yes-92.1% and 7.9%) Second, the district asked stakeholders for their suggestions in spending the ARP ESSER funds. 1) provide transportation for after school programs 2) summer programs 3) increase of mental health

Due to the additional ARP ESSER set aside funds devoted to after-school programs and summer school programs, the administration presented to the Board of Directors on November 2, 2021 to hire six additional long-term substitutes. The board approved the hiring of six long-term substitutes with the learning loss funds of this grant. The decision to use funds for the hiring of substitutes was to help with the coverage issues we are experiencing in our schools and to also provide push-in supports. When we do not have coverage at our schools this results in a great loss of instruction for our students. For example at the elementary level, special classes will be canceled, classrooms will be combined (resulting in larger class sizes), and teachers are asked to give up their planning time to cover classes. At the JSHS, students are placed into additional study halls when classes must be canceled and teachers are asked to give up their planning time to cover classes. The hiring of additional long-term substitutes will assist in both elementary and secondary students continuing on with their instruction without multiple disruptions when coverage is not available. In addition, these substitutes will be used to push into classrooms when they are not needed for coverages. At a board meeting on January 18th, the needed revisions required by the Department of Federal Programs were discussed during a public meeting. It was discussed that additional substitutes did not qualify for Learning Loss. However, we could pay a portion of existing employee salaries who provide evidence-based interventions that have been put in place to combat learning loss. The programs include Connections 3D OG and Leveled Literacy Intervention at the JSHS and both elementary schools. Leveled Literacy Intervention and Connections 3D OG implementation began at the 2020-2021 school year and the JSHS during the 2021-2022 school year. The Board of Directors approved the use of ARP ESSER funds to be used for the replacement/upgrade of the HVAC unit at the JSHS on November 16, 2021.

## **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)**

After receiving stakeholder input the use of ARP ESSER funds was presented during public board meetings. The TASD Board of Directors approved the hiring of six additional long-term substitutes for the remainder of the 21-22 school year on November 2, 2021, and the replacement/upgrade of the HVAC unit at the JSHS on November 16, 2021. The use of ARP ESSER funds will be posted to the TASD website after completion of the grant and submission to PDE.

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

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

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

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

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

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

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

The response must include:

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

The Tulpehocken Area School District will pay a portion of employee salaries that provide evidence-based interventions. These interventions have been put in place post-pandemic to help combat instruction and learning loss gaps. The programs include Connections 3D OG and Leveled Literacy Intervention at the JSHS and elementary schools. Leveled Literacy Intervention and Connections 3D OG implementation began at the 2020-2021 school year and the JSHS during the 2021-2022 school year. Connections 3D OG provides a structured multi-sensory approach to reading instruction and is used with the students identified as most behind in reading instruction. These students are identified through Benchmark DIBELS assessments, Leveled Literacy Intervention. This intervention is also used for students who are identified as behind in reading through the Fountas and Pinnell Benchmark assessments. Students' progress is monitored through both programs' progress monitoring features and gain tracking through district assessments where deficiencies were identified through benchmark testing.

#### **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.

Facilities Improvements: The Tulpehocken Area School District proposes to use the remaining 80% of funds towards the replacement/upgrade of the HVAC (Heating, Ventilation, Air Conditioning) unit at the Junior-Senior High School. Given the lack of air conditioning at the JSHS, ARP ESSER III allows for the use of these funds when utilized as a facility improvement for ventilation and reducing the risk of virus transmission. The funds would help to offset the total cost for system replacement.

#### **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)**

Leveled Literacy Instruction-Tier 1PA Dyslexia Screening and Early Literacy Intervention  
 Program- Tier 2 (Trained teachers in - Connections 3D OG)Attendance Letters-Tier 1Mentor  
 program-Tier 3/4Early Warning System - Tier 2Multi-Tiered System of Supports including  
 Positive Behavior Intervention and Supports- Tier 1-2, 4

#### 10. 20% Reservation Calculation

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

\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	2,665,305	20%	533,061

## 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>	<p>Elementary: DIBELS- All students in grades K-6 are given DIBELS three times per year, students are progress monitored on skills if they do not meet benchmark scores. Fountas and Pinnell- All students in grades K-6 are given F and P two times per year to obtain their reading level. Classroom Diagnostic Tools: All students in grades 3-6 are given CDT at least two times per year, students are given the diagnostic category assessments on an as-needed basis throughout the school year for pre and post-assessments. Data Meetings: Teachers participate in data meetings three times per school year to discuss student progress and plan interventions for those students who are not meeting benchmarks.</p> <p>Secondary: Classroom Diagnostic Tools: All students in grades 7-10 in tested subject areas are given CDT at least two times per year, students are given the diagnostic category assessments on an as-needed basis throughout the school year for pre and post-assessments. Fountas and Pinnell and DIBELS: The reading specialist gives these additional assessments on an as-needed basis for additional information. Data Meetings: Teachers participate in data meetings three times per school year to discuss student progress and plan interventions for those students who are not meeting benchmarks. **At both the elementary and secondary levels RtII Teams meet once every week to discuss students who are not progressing and intervene with additional strategies.</p>
<b>Opportunity to learn measures (see help text)</b>	<p>During the summer of 2020 and 2021 multiple Professional Development sessions were held for staff on technology topics such as: Tech Tools; iPads tips, tricks, and tools; Classroom Website with Google Sites; Take it to the Next Level Google Classroom. During the 2021-2022 school year, a team of teachers and administrators is taking part in the SCRIPT Year 2 training. All students in the district have a 1:1 device and over the last year we have added an additional CS course at the JSJS.</p>

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	We have created an additional 7th English Language Arts teacher at the JSHS. This has allowed us to increase 7th and 8th grade ELA time from 40 minutes to 80 minutes.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Summer 2021- 127 students participated in summer camp at Bethel Elementary, and 12 students participated in Tulpehocken Summer school. School Year 2021-2022- 135 Total Students (September-November) (Economically Disadvantaged- 53; Ethnically diverse-24; Students with disabilities- 30)Both the participation in Summer Camp, Summer School and Groups will continue to be tracked.

## **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**

\$2,665,305.00

**Allocation**

\$2,665,305.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$350,621.00	Salaries for teachers providing evidence based intervention services using Connections 3D OG and Leveled Literacy Intervention2020-2021 1- Full time2021-2022 1- Full time, 1- 33%, 6- 10%2022-2023 1- Full time, 6- 10%
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$182,440.00	Benefits for teachers providing evidence based intervention services using Connections 3D OG and Leveled Literacy Intervention2020-2021 1- Full time2021-2022 1- Full time, 1- 33%, 6- 10%2022-2023 1- Full time, 6- 10%
		<b>\$533,061.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,665,305.00

**Allocation**

\$2,665,305.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,132,244.00	Upgrade HVAC systems in JSBS as part of complete building renovation.
		<b>\$2,132,244.00</b>	

**Project #: 223-21-0434**  
**Agency: Tulpehocken Area SD**  
**AUN: 114068003**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**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	\$350,621.00	\$182,440.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$533,061.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: 223-21-0434**  
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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	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>Services</b>								
<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$2,132,244.00	\$0.00	\$0.00	\$0.00	\$2,132,244.00



**Project #: 223-21-0434**  
**Agency: Tulpehocken Area SD**  
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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	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
	\$350,621.00	\$182,440.00	\$0.00	\$2,132,244.00	\$0.00	\$0.00	\$0.00	\$2,665,305.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$2,665,305.00