

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

## **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

|   | <b>Methods Used to Understand Each Type of Impact</b>  |
|---|--|
| <b>Academic Impact of Lost Instructional Time</b> | <p>The District has established a strong communication program with the community, parents and students. Beginning in March 2020 the Superintendent began a weekly live video update to parents and families that provided an overview of conditions, programs, accommodations, and mitigation processes. That weekly video progressed to include a question and answer format, was recorded for future viewing, as well as a written transcript provided for those not wishing to watch the video format. Incredible amounts of information were gathered and distributed within this format that continues to this day. Specifically in regard to lost instructional time and the academic impact - the District remained open all school year utilizing a hybrid approach and then transitioning to full in person for those students that desired that approach. Remote students were able to connect live within the classroom throughout the school day. Throughout the past 18 months, several surveys were also used to gain information from the community. Response rates were quite high as compared to feedback from neighboring districts and superintendent feedback. While students wanted to be in school more regularly, the options to connect remotely and the robust nature of those lessons, impact on instructional time was minimized. As we move forward, the District is utilizing the Comprehensive Planning process as a way to continue accessing information from parents, teachers and the community in this area.</p> |
| <b>Chronic Absenteeism</b>                        | <p>A robust attendance system was implemented during the past 18 months that required parents/children there were fully remote to log in daily while those children that were in-person were subject to the standard attendance procedures. Remote attendance, while unpopular by some standards, was made as flexible as possible with a 15 hour submission window for all families. With the procedures in place and by communicating the expectation as part of the weekly live updates, the District experienced great success with the attendance and has not experienced significant absenteeism this past year.</p>   |
| <b>Student Engagement</b>                         | <p>Beginning in March of 2020, the District's primary goal that spring was to connect with all children on a routine basis. Academics took a back seat as the District worked to ensure all students were able to connect with their teachers and classmates. The District was very successful in these efforts as evidenced by the feedback gained by parents through several engagement surveys used. For the 2020-21 school year, the District blended a more intense academic program into the format, ensuring student engagement remained high. In person as well as remote learning required active engagement. Live, synchronous opportunities were part of every lesson, every day. Highlander Wednesdays provided additional time</p>  |

|                                    | Methods Used to Understand Each Type of Impact   |
|------------------------------------|--|
|                                    | for in-person engagement for those students in need of that level of contact. Full in-person attendance was prioritized for student groups indicating need.  |
| <b>Social-emotional Well-being</b> | Student and parent surveys focused on social and emotional well being as well as academics. Students and parents that expressed a heightened concern were given priority for in-person learning and Wednesday attendance. AHN CHILL resources were made available to all teachers and children. Use of the CHILL Room for when students were in person was continued. The District expanded the staffing in the counseling/social work department to increase touch points with children. Feedback from the Superintendent Weekly Briefings was also used to guide the District decisions. |
| <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]) | Highlander Wednesdays in which students were identified to attend school with lower student: teacher ratios, reteach and reinforcements, and access to servicesSummer programmingFree meals for all students - SSO program |
| English learners  | Highlander Wednesdays - in which high risk students were identified to attend school in personSummer and after school programmingFree meals for all students - SSO program   |
| Students from low-income families   | Highlander WednesdaysExtended school yearAccess to technology/internetFree meals for all students - SSO program  |

### 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   |
|--------------------|--|
| <b>Strategy #1</b> | In-Person Learning opportunities at the greatest extent possible prioritizing the at-risk population of students, including the development of a Highlander Wednesday program that increased in-person opportunities with low student:teacher ratios to provide high levels of support |

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 | One to One Device Implementation along with rollout of Learning Management System for all students. |

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 | Live, synchronous instruction for all students as part of each classperiod. |

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.)

The District has engaged stakeholders in meaningful consultation regarding the use of ESSERS funds in the following ways: - Weekly Video Updates to the Community (Live with Lutz) by the Superintendent of Schools that provides for submission of questions, comments and concerns. This interactive process has been instrumental in disseminating and collecting data and information about what needs the students and families have been experiencing. - Leadership Forums with union officers - The District and union leadership (professional and service) have developed a strong connection focused on the betterment of children. During these conversations, needs of staff in relation to how to best serve students have been addressed continually. - Superintendent Leadership Forums. Regional superintendents have met on a routine basis (virtual and in person) to discuss needs of students and how they can best serve those needs both within their own districts as well as from a regional perspective. - District Administration Meetings (Braveheart). District administrators have come together to meet and discuss the needs of district students, staff and community as it has related to COVID as well as other topics. - Comprehensive Planning Committee. This committee will begin meeting this fall as part of the PDE requirements around comprehensive planning. Focus will include the artful ways to invest the ESSERS funds for the long term benefit of students.

#### 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)**

The District has utilized the established weekly video update forum as a way to get communication to the community in a clear and consistent manner. Feedback from those



sessions has been, and will continue to be integrated into the ESSER plan. In addition to the weekly forum, several surveys have been used by the District to gather information regarding what students are in need of in order to be successful. Those surveys have been received very well by the public with response rates in excess of 50% (by comparison many of the local districts have been getting 20-25% response rates). As the draft ESSER plan is created, the plan will be communicated and posted on the District website. Specific feedback will be solicited from the public and suggestions shall be integrated into the final document prior to being submitted to PDE.

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

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

Upon gathering input from the various stakeholder groups across the district, the ESSER writing committee has been creating the plan for presentation before the board of school directors in October 2021. Upon review, discussion and revision by the Board of School Directors in Oct 21, the draft ESSER plan will be posted to the school website for review as well as presented in full by the Superintendent as part of his weekly video update. The ESSER Plan will be posted for 30 days on District website in anticipation of final review and approval in November 2021. Upon approval by the Board of School Directors, the final plan will be submitted 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 Baldwin-Whitehall School District's plan to utilize the original ARP-ESSER 20% Reservation of Funds to Address the Impact of Lost Instructional Time includes:

- The creation a district operated cyber school option for students in grades K-12, which maintains the identity of the child as a Baldwin-Whitehall student. The program has been designed to incorporate best practice remote/distance learning methodology along with on-site supports for students that have additional needs or other related services not adequately served via a distance-learning program. Specific District staff members have been identified and dedicated to this program to ensure uninterrupted access to learning programs and supports. Enrollment windows for the program have been flexible as to allow for transition between the remote program and the in-person program as conditions within the school district have changed related to the pandemic. The goal has been to increase access to quality educational programs at a time when some children and families are just not ready to return. This endeavor has been incredibly successful.
- Expanded summer school and credit recovery options for students within the Baldwin-Whitehall School District at no cost to the student/family. Students that have experienced academic setbacks can access programming within the Baldwin-Whitehall School District related to meeting graduation and grade level promotion requirements.
- The establishment of programming that will exist throughout the school year to support children that are not experiencing success. While summer school, or summer camp programs have been extremely successful within the District, it is also the belief that the student should not be "waiting to fail" until the end of the school year. Ongoing support throughout the school year is critical and will be established utilizing these funds. These programs can include but may not be limited to intersession, tutorials, and acceleration/enrichment activities.

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

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

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

The Baldwin-Whitehall School District plans to allocate the remaining ARP ESSER Funds within the four fields as applicable: Continuity of Services: Throughout the pandemic, the District has utilized a combination of local and Federal funds to expand social work services, counseling, as

well as mental health programs. Additional personnel have been hired by the District as well as the inclusion of contracted services through Allegheny Health Network. The use of ARP ESSER funds will allow these services to continue through the end of the grant window. Access to Instruction: In combination with the 20% set aside funds, the District plans to utilize a portion of the remaining funds to expand the access to quality instruction for those students and families not ready to return to school as full time in-person learners. The BWSD Cyber Academy program shall be funded through the use of these funds. Mitigation Strategies: The District utilized funding from ARP ESSERS to support an additional nurse/health services aide in order to provide support to the schools and families in the effort to comply with the most up-to-date guidance from the CDC and ACHD. A key aspect of this position is in the communication between school and home, allowing for the safe operation of our school facilities and transportation services. Facilities Improvements: The District in comprised of 4 existing school buildings with one new school being constructed. Of the existing schools, only the high school has been renovated within the past 25 years. Both elementary schools and the middle school are in desperate need of updates to improve ventilation, environmental health as well as increased access to safe outdoor spaces. Due to limited bus drivers, the District has requested parents to drive children to school when and where possible. All schools are surrounded by roads that are deemed Hazardous by PennDOT, so walking zones are not possible. The increased vehicle traffic has caused multiple problems at the elementary facilities, resulting in the need to redesign some of the spaces to accommodate the traffic.

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

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

Not applicable

**10. 20% Reservation Calculation**

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

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

|                               | ARP ESSER Allocation | Reservation Requirement | Reservation Amount (calculated on save) |
|-------------------------------|----------------------|-------------------------|---|
| <b>20 Percent Reservation</b> | 5,151,976            | 20%                     | 1,030,395                               |

## 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> | The District will utilize tools and programs such as MTSS, SAP, student requests for evaluation, report cards, interim grades, as well as anecdotal records from parent teacher conferences to determine success of programs and need to monitor and adjust programming.   |
| <b>Opportunity to learn measures (see help text)</b>   | The District has designed two specific professional development opportunities for teachers to improve their learning in the area of technology. Both programs were differentiated to the level that teachers could self-select their proficiency levels and attend programs that would best meet their needs. Surveys were distributed to the parents and students to identify areas of concern related to remote learning, use of technology in the classroom, and other modes of communication/instruction in a remote and/or hybrid setting. Prior to the professional development held in December 2020, the families and students were struggling with connecting with teachers via the Canvas platform. Upon conclusion of the PD sessions, circumstances improved dramatically with a 90% reduction in concerns raised by parents/students. |
| <b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>                     | The number of new FTE positions created with ARP ESSERS funding is five (5).   |
| <b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>     | Participation in summer, after school and school term tutorial programs shall be tracked using attendance data. Recommendations for programming will be generated through MTSS, SAP and other referral mechanisms.   |

## **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**

\$5,151,976.00

**Allocation**

\$5,151,976.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

| Function   | Object  | Amount       | Description   |
|--|---|--------------|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries                                      | \$250,000.00 | Salaries for remote learning teachers   |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits                                      | \$100,000.00 | Benefits for remote learning teachers   |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$250,000.00 | Costs associated with AHN Chill Room and other mental health interventions  |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies                                      | \$150,000.00 | Materials and supplies associated with summer programs, afterschool programming, extended day and intersession. Supplies for better access to classrooms for children quarantined or isolated due to illness. |
|  |   |              | Creation of   |

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| Function   | Object  | Amount                | Description  |
|--|---|-----------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 300 - Purchased Professional and Technical Services | \$300,000.00          | acceleration program aligned to goals and objectives within PDE's Acceleration Learning Toolkit. Funds to be used for staffing support in conjunction with our substitute teacher provider as well as PD and training. |
|  |   | <b>\$1,050,000.00</b> |  |

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

**BUDGET OVERVIEW**

**Budget**

\$5,151,976.00

**Allocation**

\$5,151,976.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

| Function                         | Object         | Amount         | Description   |
|----------------------------------|----------------|----------------|---|
| 2400 - Health Support Services   | 100 - Salaries | \$140,000.00   | Salary for Health Services Aide   |
| 2400 - Health Support Services   | 200 - Benefits | \$60,000.00    | Benefits for Health Services Aide   |
| 2600 - Operation and Maintenance | 700 - Property | \$1,500,000.00 | Improvements to HVAC Systems  |
| 2600 - Operation and Maintenance | 700 - Property | \$600,000.00   | Creation of safe and secure outdoor spaces at the elementary level for recess, lunch, and outdoor classrooms  |
| 2600 - Operation and Maintenance | 600 - Supplies | \$100,000.00   | Purchase of UV technology for use in classrooms, nurses offices and cafeterias  |
| 2600 - Operation and Maintenance | 700 - Property | \$1,701,976.00 | Improvements to McAnnulty School and Harrison School related to ventilation and access to fresh air/improved ventilation - which include upgrades to physical |

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| Function | Object | Amount                | Description            |
|----------|--------|-----------------------|------------------------|
|          |        |                       | plant (windows, doors) |
|          |        | <b>\$4,101,976.00</b> |                        |

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals         |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|----------------|
| 1000 Instruction   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 1100 REGULAR<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$250,000.00    | \$100,000.00    | \$550,000.00   | \$0.00                                   | \$0.00                             | \$150,000.00                                  | \$0.00          | \$1,050,000.00 |
| 1200 SPECIAL<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 1300 CAREER<br>AND TECHNICAL<br>EDUCATION                              | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 1400 Other<br>Instructional<br>Programs –<br>Elementary /<br>Secondary | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 1600 * ADULT<br>EDUCATION<br>PROGRAMS                                  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 1700 Higher<br>Education<br>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<br>SERVICES   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 2100 SUPPORT<br>SERVICES –<br>STUDENTS                                 | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |
| 2200 Staff<br>Support<br>Services                                      | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$0.00         |

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|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>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                                       | \$140,000.00    | \$60,000.00     | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00  | \$0.00          | \$200,000.00   |
| 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                             | \$100,000.00                                  | \$3,801,976.00  | \$3,901,976.00 |
| 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         |
|  | \$390,000.00    | \$160,000.00    | \$550,000.00   | \$0.00                                   | \$0.00                             | \$250,000.00                                  | \$3,801,976.00  | \$5,151,976.00 |



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|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services        | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800<br>Dues<br>and<br>Fees | 700<br>Property | Totals         |
|--|-----------------|-----------------|--|---|------------------------------------|---|-----------------|----------------|
|  |                 |                 |  | Approved Indirect Cost/Operational Rate: 0.0000 |                                    |   |                 | \$0.00         |
|  |                 |                 |  | Final   |                                    |   |                 | \$5,151,976.00 |