

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	We used and will continue to use formative, summative, and benchmark assessments including PSSA, Keystone Exams, NOCTI, Study Island and IXL benchmarks, DIEBELs (Acadia); we analyzed course failures, attendance, and discipline records.
Chronic Absenteeism	We continue to monitor absenteeism, especially while students are in quarantine and isolation. We do offer livestreaming for these students so they do not have to miss any instructional time. We will continue to monitor the effectiveness of this option. We also follow all district policies and protocols to address turancy of chronic absent students.
Student Engagement	We have transitioned to the Google platform. All students are provided or will be provided with a Chromebook and access to technology. Most of our teachers can livestream directly from their classrooms; therefore, are able to engage students, even if they are quarantined due to COVID-19.
Social-emotional Well-being	We conducted the PAYS survey, we analyzed student assistance referrals, as well as the information from the student self-assessment. This will continue to be a priority in the district as we believe we need to address the student well-being before students can learn academically.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Social-Emotional Learning curriculum, focus groups - anxiety and anger management groups. Backpack program for food for basic needs for students. We also provide a Summer Learning Lab, after school tutoring, access to internet, if needed. We also have a Therapy Dog program..
	Social-Emotional Learning curriculum, focus

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])	groups - anxiety groups. Help to fulfill transportation and basic needs for students. We also provide a Summer Learning Lab, after school tutoring, access to internet, if needed. We also have a Therapy Dog program.
Students experiencing homelessness	Social-Emotional Learning curriculum, focus groups - anxiety groups. Help to fulfill transportation and basic needs for students. Participate in Backpack program for food. We also provide a Summer Learning Lab, after school tutoring, access to internet, if needed. We also have a Therapy Dog 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
Strategy #1	We will be implementing a K-12 evidenced-based Social-Emotional Learning curriculum that correlates with the College and Carerr Readiness continuum, Health and Physical Education standards, as well as English Language Arts core standards

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.**

Our program is K-12 and all students participate in the Social-Emotional Learning curriculum.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Summer Learning Lab is an enrichment extension to help students extend their learning, catch up students that may experience learning loss due to COVID, and provide credit recovery to students that struggled with hybrid learning during COVID-19 and need additional help to stay on track for graduation. The Summer Learning Lab is open to any student in the North East School District. The students will be exposed to a standards-based curriculum that includes a variety of engaging STEAM activities taught by certified teachers. In addition to core academics, students will be exposed to swimming, art, music, and physical education.

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	We have implemented a Therapy Dog program which is very engaging for both our students and staff. The therapy dogs are in our schools up to four days per week. They provide calmness, stress relief, and support our children in the classrooms as well as in our anxiety and anger management groups. They support students as they read, participate in physical education classes, and are present during teacher professional learning.

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:**

The therapy dogs are in all our schools and classrooms on a weekly basis.

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 North East School District conducted a stakeholder survey which was posted on the district website for anyone to complete. We also sent a voice, text, and email to families to complete the survey. The top areas included the need for Social-Emotional Learning, reading and math supports/learning loss, STEAM activities, Summer Learning Lab, tutoring, and Special Education supports.

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 will use the survey results in order to maximize programs that support the needs of all our students and staff. The survey confirmed the importance of the need to address Social-Emotional Learning for both students and staff, supports in English Language Arts and Math, tutoring, and credit recovery. These programs will provide enrichment and supports for learning loss due to the impact of COVID-19, hybrid learning, and livestream learning. Impacts due to the lack of technology infrastructure was also taken into account based on community and municipality surveys. The district will continue to evaluate the effectiveness of the programs supported and outlined in the ESSER ARP grant. Additionally, a large portion of this project was dedicated to the upgrades to the elementary center to reduce the risk of virus transmission and exposure to environmental health hazards. The replacement and upgrades to the air handling units, energy recovery units to improve indoor air quality with better ventilation and air balance; and, the ability to increase fresh air exchanges all helped to keep

our students and staff safer in our elementary classrooms and buildings.

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)**

A complete copy of the grant narrative, including expenditures, will be posted on the district website. Our website is ADA compliant. We will also keep paper copies in the district office for any individual that would like to review.

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 North East School District will provide a K-12 Summer Learning Lab which is an enrichment extension to help students extend their learning, catch up students that may experience learning loss due to COVID, and provide credit recovery to students that struggled with hybrid learning and need additional help to stay on track for graduation. The Summer Learning Lab is open to any student in the North East School District. The Lab will run for five weeks on Mondays through Thursdays. The students will be exposed to a standards-based curriculum that includes a variety of engaging STEAM activities taught by certified teachers. In addition to core academics, students will be exposed to swimming, art, music, and physical education. The students will be monitored and evaluated comparing benchmarks through NWEA. Students enrolled in credit recovery courses will be evaluated based on completion of their respective courses by certified teachers. The program will run in the summers of 2021, 2022, 2023, and, if funds are available, the summer of 2024.

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 North East School District is committed to providing students, staff, and families with time, resources, training, and skills necessary to co-create a safe, healthy, and equitable community with vibrant and thriving schools. We have engaged in a long-term plan to integrate a K-12 Social-Emotional learning initiative. We believe that basic human needs must be met before students can reach their highest academic potential (Maslow/Pearlman). We believe that students will be more motivated to achieve academically if they are healthy, feel safe, and are valued. Through SEL we will prioritize personal connections, demonstrate relentless care for our students, staff, and families. We will utilize the Collaborative for Social-Emotional Learning (CASEL) five core competencies to promote a movement here in the North East SD to assist students, support staff, and families by addressing social, emotional, academic, and behavioral needs. These five competencies include: 1. Self-Awareness - understand one's own emotions, thoughts and values 2. Self-Management - manage one's emotions, thoughts,

and behaviors 3. Social Awareness - understand the perspectives of others 4. Relationship Skills - establish and maintain health and supportive relationships 5. Responsible Decision-making - ability to make caring and constructive choices Our Strategic Team has been working diligently to provide staff training which includes the RethinkEd platform to teach the CASEL five competencies (see CASEL attachment). We will continue to provide on-going training to staff utilizing the evidenced-based platform, RethinkEd, over the next six years which incorporates parental/guardian component and on-going professional development. Additionally, we offer a Therapy Dogs Program, anxiety groups, in-school character development program, after school tutoring, and an anger management group. It is our hope to expand these programs over the next few years. The most important educational needs are to have our students attend school and in person in a safe environment that follows COVID-19 protocols. The district moved forward with upgrades to our air handling units, control valves, wiring, sensors, actuators; replacement univents as well as window where housed; replacement of AC roof top units, perform air balance and control. This project improves our elementary center in order to reduce risk of virus transmission and exposure to environmental health hazards mainly via improving the reliability of the mechanical systems to consistently run at optimum levels without frequent breakdowns. The replacement and upgrades improve indoor air quality with better ventilation, air balance and the ability to increase fresh air exchanges in a more consistent and controlled manner. The mechanical and ventilation improvements made were crucial to bringing students back to in person learning.

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

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

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,979,864	20%	595,973

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	<p>The North East School District will use PSSA, Keystone, and PASA test results utilizing the PVAAS and eMetric platforms to analyze and disaggregate data. We also are using benchmark assessments through NWEA for K-8, Study Island benchmarks, and we are using student self-assessments on our Social-Emotional Learning Rethink Ed platforms. Our administrative team reviews data, conducts data presentations to the Board of Directors, provides professional learning for teachers to review and evaluate assessments and curriculum in order to assess student learning and make adjustments to the curriculum where needed as well as to recommend enrichment, supports, and extended learning opportunities for our students.</p>
Opportunity to learn measures (see help text)	<p>The North East School District is committed to providing access to technology to our students, teachers, and families. COVID-19 highlighted the inequities of the availability of broadband in our rural areas. We continue to partner with Erie County and local municipalities and engage in conversations as well as grants to bring technology to our areas. We have conducted access to technology surveys as well as partnered with municipalities to conduct an infrastructure survey. In the absence of high-speed internet, as a district, we provide hot spots, when needed, especially during livestreaming and hybrid days as well as provided a drive-in parking lot internet cafe. We continue to upgrade our teacher technology resources so that they can provide both in-person and hybrid learning to our students. We are committed to providing professional learning through our technology department team, administrative team, as well as through IU5. This was a strong need as we transitioned 100% virtual to our Google platform during COVID-19. We are also committed to the future of access to technology for our teachers and students, as well as committed to on-going professional learning for our staff.</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>We have added two FTE's. We have a Social-Emotional Learning Specialist and a Student and Family relations specialist. The North East School District is committed to on-going funding of these positions, even after funds have been depleted. It is our philosophy, that we will not employ individuals that cannot be sustained after the grant funds are gone.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>During our first Summer Learning Lab, we had 158 students enrolled in the program which is about 11% of our district enrollment. We had 247 staff members participate in the Social-Emotional Learning, equity, and career readiness professional learning sessions. We had all teachers and instructional aides participate in Google platform training as well as a Google video was created for staff, students, and parents on how to access and use.</p>

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,979,864.00

Allocation

\$2,979,864.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$86,475.00	Stipends for teachers simultaneously planning and instructing both in person and virtual instruction due to COVID quarantine. \$50 per week per teacher doing both.
1000 - Instruction	600 - Supplies	\$26,889.00	Interactive TV's for teachers livestreaming and/or hybrid teaching. 16 @ \$1,680.55
1000 - Instruction	600 - Supplies	\$49,819.00	Interactive TV's for teachers livestreaming and/or hybrid teaching. 25 @ \$1,992.77
1000 - Instruction	600 - Supplies	\$12,600.00	Student supplies for Summer Learning Lab. STEAM, ELA, math, art, music.

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$124,623.00	Salaries for up to 20 teachers for the summer learning lab.
1000 - Instruction	200 - Benefits	\$51,037.00	Benefits for up to 20 teachers for the Summer Learning Lab.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$11,940.00	Salaries for up to 7 special education teachers for the Summer Learning Lab.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,030.00	Benefits for up to 7 special education teachers for the Summer Learning Lab.
1000 - Instruction	200 - Benefits	\$35,455.00	Benefits for stipends for teachers simultaneously planning and instructing both in person and virtual instruction due to COVID quarantine. \$50 per week per teacher doing both.
1000 - Instruction	100 - Salaries	\$11,000.00	Salaries for instructional aides for the Summer Learning Lab.
1000 - Instruction	200 - Benefits	\$4,505.00	Benefits for instructional aides for Summer Learning Lab
			North East Virtual

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$143,784.00	Academy partnership with IU5 for families that did not want to send students for in person learning due to COVID-19.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$673.00	Student supplies for North East Virtual Academy.
1000 - Instruction	100 - Salaries	\$25,827.00	Salary paid to teachers to cover classes and for mitigation efforts throughout classrooms and buildings.
1000 - Instruction	200 - Benefits	\$10,641.00	Benefits paid to teachers to cover classes and for mitigation efforts throughout classrooms and buildings.
1000 - Instruction	100 - Salaries	\$8,703.00	Salary paid to aides for mitigation efforts throughout classrooms and buildings.
1000 - Instruction	200 - Benefits	\$3,586.00	Benefits paid to aides for mitigation efforts throughout classrooms and buildings.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,860.00	Salaries for special education aides for the Summer Learning Lab.
1200 - SPECIAL			Benefits for special

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,170.00	education aides for the Summer Learning Lab.
		\$616,617.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,979,864.00

Allocation

\$2,979,864.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$246,677.00	Replace air handling valves, controls, difusers, sensors, air balance checks at Davis Elementary. ECM 4.5
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$378,628.00	Replace windows and doors for efficiency and security at Davis Elementary in classrooms with univents and corresponding courtyard hallways. ECM 8
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$308,280.00	Replace rooftop units, mechanical, wiring, controls, air balance and system commissioning at the elementary center. ECM 12
4000 - FACILITIES			Convert to vetical cabinet/ducted univents in Davis

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Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$770,715.00	classrooms. Mechanical, electrical, contols, wiring coils, sensors, perform air/water balance testing. ECM 14
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$77,580.00	Replace rooftop unit, mechanical, wiring, controls, air balance and system commissioning at the elementary center room 352. ECM 14.6
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$85,953.00	Replace rooftop unit, mechanical, wiring, controls, air balance and system commissioning at the elementary center rooms 217 and 220. ECM 14.7
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$158,002.00	Chromebooks for middle school students for Google platform, livestreaming, and hybrid instruction. 610 @ 259.02
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$14,300.00	Chromebook safety bags for student chromebooks. 650 @ \$22.00
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$41,600.00	Chromebooks for 9th grade students for Google platform, livestreaming, and hybrid instruction. 160 @ \$260

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$19,246.00	Licenses for Chromebooks. 610 @ \$31.55
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$6,000.00	Salary for nurse for Summer Learning Lab. 2 @ \$3,000
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$2,200.00	Benefits for nurse for Summer Learning Lab. 2 @ \$1,100.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$83,027.00	Salary for Social-Emotional Learning Specialist 22-23, 23-24
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$42,500.00	Benefits for Social-Emotional Learning Specialist 22-23, 23-34
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$14,400.00	Salary for administrator for Summer Learning Lab, \$7,200 x 2 years.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$6,100.00	Benefits for Summer Learning Lab administrator, \$3,100 x 2 years.
2400 - Health Support Services	100 - Salaries	\$20,339.00	Stipend for COVID pandemic coordinator
2400 - Health Support Services	200 - Benefits	\$7,977.00	Benefits for stipend for COVID pandemic coordinator
2400 - Health Support Services	600 - Supplies	\$7,000.00	COVID antigen tests for test to stay.

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$8,361.00	Student face masks, student plexi dividers, plexi barriers, student foldable dividers, due to COVID-19
2600 - Operation and Maintenance	600 - Supplies	\$7,099.00	24 picnic tables for outdoor seating for social distancing for classroom students and for social distancing during lunches.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$17,923.00	.5 salary for Student and Family Relations Specialist SAP member, 22-23
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$15,423.00	.5 benefits for Student and Family Relations Specialist SAP member, 23-23
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$19,757.00	Therapy dog services for students and staff.
2700 - Student Transportation	100 - Salaries	\$2,920.00	Transportation salaries for bus drivers for Summer Learning Lab.
2700 - Student Transportation	200 - Benefits	\$1,240.00	Transportation benefits for bus drivers for Summer Learning Lab.
		\$2,363,247.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$256,628.00	\$105,224.00	\$0.00	\$0.00	\$0.00	\$89,308.00	\$0.00	\$451,160.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$143,784.00	\$0.00	\$0.00	\$673.00	\$0.00	\$144,457.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$14,800.00	\$6,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,000.00
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	\$19,757.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,757.00
2100 SUPPORT SERVICES – STUDENTS	\$106,950.00	\$60,123.00	\$0.00	\$0.00	\$19,246.00	\$213,902.00	\$0.00	\$400,221.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$14,400.00	\$6,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,500.00
2400 Health Support Services	\$20,339.00	\$7,977.00	\$0.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$35,316.00
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	\$15,460.00	\$0.00	\$15,460.00
2700 Student Transportation	\$2,920.00	\$1,240.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,160.00
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	\$1,867,833.00	\$0.00	\$0.00	\$0.00	\$1,867,833.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$416,037.00	\$186,864.00	\$163,541.00	\$1,867,833.00	\$19,246.00	\$326,343.00	\$0.00	\$2,979,864.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,979,864.00