

## **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>	PSSA data comparison of 2018-2019 and 2020-2021
<b>Chronic Absenteeism</b>	Comparison of chronic absenteeism from 2018-2019 through 2020-2021: Number of absences (unexcused and truant) 18-19: 58,789; 19-20: 87,265; 20-21: 458,334
<b>Student Engagement</b>	Due to virtual instruction and limitations related to mitigation efforts for COVID-19, clubs and activities were suspended. Shifts to a virtual platform showed decreased participation due to Zoom fatigue and students' lack of interest/commitment
<b>Social-emotional Well-being</b>	Self-referral Safe-to-Say Reports ESAP/SAP Referrals
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	PSSA Data, Progress Monitoring, STAR, CDT, iReady, Classroom Assessment Data, SEL Referrals
Students from low-income families	PSSA Data, Progress Monitoring, STAR, CDT, iReady, Classroom Assessment Data, SEL Referrals, Requests for Social Services
English learners	PSSA Data, Progress Monitoring, STAR, CDT, iReady, Classroom Assessment Data, SEL Referrals

**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>	Utilization of iReady, STAR, and CDT data for benchmarking of performance and growth data (identification for support programs as well as classroom instruction)

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
<b>Strategy #2</b>	Addition of two school psychologists and a school counselor to support the SEL needs of students; creation of "chill rooms" to support students needing time to refocus and calm; presentations for families regarding SEL strategies and warning signs; professional development on trauma-informed classrooms and cultural competence

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

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

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

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

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

- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

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

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

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

- Students experiencing homelessness**
- Children and youth in foster care**
- Migrant students**
- Other student groups: (provide description below)**

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

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

#### **4. Stakeholder Engagement**

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

An ELA Task Force was convened to identify needs related to curriculum alignment, supports for students, data collection, resources needed, and training needs. The Comprehensive Planning Committee collected survey data as well as student learning data and SEL needs to focus programming and initiatives related to these needs. The Professional Development Committee meets at least twice annually to survey and focus PD within the district. Curriculum Council meets at regular intervals throughout the school year to review curriculum, seek teacher feedback, review student learning data, and set new curriculum. SWPBIS Committees are established in each school to seek feedback and plan for student 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)**

An ELA Task Force was convened to identify needs related to curriculum alignment, supports for students, data collection, resources needed, and training needs. The Comprehensive Planning Committee collected survey data as well as student learning data and SEL needs to focus programming and initiatives related to these needs. The Professional Development Committee meets at least twice annually to survey and focus PD within the district. Curriculum Council meets at regular intervals throughout the school year to review curriculum, seek teacher feedback, review student learning data, and set new curriculum. SWPBIS Committees are established in each school to seek feedback and plan for student supports

## **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 presentation will be made at the North Hills School District board meeting. A board wrap-up is routinely communicated to all families including a link to the video of the presentation. The plan will be posted on the website and offers translation for families who speak other languages.



## **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.

Summer remediation and credit recovery sessions were offered in June and July of 2021. Instruction included differentiated strategies and individualized learning paths. Instruction was delivered by school district professional employees who used pre and post testing to identify student needs and growth/performance. Enrichment sessions were offered for students in grades 9-12. Summer sessions will be offered again in June and July of 2022. ARP ESSER funds will be further utilized to continue to address learning loss by enhancing the intensity and focus of instruction provided during the school year with supplemental instructional materials.

#### **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.

For continuity of mental health services, the following will occur: additional pupil services staff will be hired, expansion of the chill room concept to all schools, implementation of the SWPBIS program at North Hills Middle School, reboot of the SWPBIS program at Ross Elementary School. To improve access to instruction, the following will occur: K-12 curriculum revision and writing with a focus on culturally responsive teaching in June 2022, implementation of a study skills focus at North Hills Middle School, course revision to include transition to 9th grade course work, monthly data team meetings with teachers, administrators, and support staff, purchase of supports for district-approved curriculum and SEL needs of students. To address COVID mitigation strategies, the following facility improvement was previously made: update of HVAC for instructional facilities throughout the District to include air purifiers and Ion distribution units designed to maintain a constant inflow of outside air. However, the system controls necessary to ensure the consistent distribution of airflow were antiquated and lacked uniformity. ARP ESSER funds will be used to update these system controls accordingly.

#### **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>	2,893,168	20%	578,634

**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 loss of instructional time during the COVID-19 pandemic has resulted in great variation in students' levels of readiness for learning and grade level academic content. A combination of iReady, STAR, and CDT and EDINSIGHT data is used to provide benchmark data to plan for instruction and to qualify for support programs and services.
<b>Opportunity to learn measures (see help text)</b>	iPads provided for all students ameliorate the disparity of access to technology and instruction whether in school or working remotely. The professional development survey and district-wide Professional Development Committee are vehicles for teachers to provide input into the direction and offerings for professional development.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Positions created include two additional school psychologists, two additional school counseling staff members, additional nursing staff, and a school police officer.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Summer remediation and credit recovery sessions were offered in June and July of 2021. Instruction included differentiated strategies and individualized learning paths. Instruction was delivered by school district professional employees who used pre and post testing to identify student needs and growth/performance. Enrichment sessions were offered for students in grades 9-12. Summer sessions will be offered again in June and July of 2022. ARP ESSER funds will be further utilized to continue to address learning loss by enhancing the intensity and focus of instruction provided during the school year with supplemental instructional materials.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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



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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,893,168.00

**Allocation**

\$2,893,168.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$143,711.00	Supplemental literacy instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical progression of the six essential components of reading. The program specifically being purchased here is Wonders Literature Anthology for grades K-2. This anthology will provide an additional resource for teachers to help students apply close reading and writing skills using authentic text.
			Supplemental instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical

**Project #: 223-21-0288**  
**Agency: North Hills SD**  
**AUN: 103026902**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$33,470.00	<p>progression of the six essential components of reading. The program specifically being purchased here is entitled Decodable Readers for grades K-2. This program includes text with specific phonics patterns that aligns with and thereby supplements the phonics program already in use. Students will practice sounding out the words of the text using decoding strategies taught in class. These include high-frequency words. This will afford students opportunities for in-context practice which was lost during COVID.</p>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$49,675.00	<p>Supplemental literacy instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical progression of the six essential components of reading. The program specifically being purchased here is Really Great Reading Workbooks and Playground Bundles. Program allows students to practice phonics and phonemic awareness</p>

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**Grant Content Report**  
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Function	Object	Amount	Description
			<p>skills. Merging learning, assessment and practice, this K-2 program blends traditional pencil-to-paper workbooks with a digital, play-based adaptive platform.</p>
<p>1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY</p>	<p>600 - Supplies</p>	<p>\$4,455.00</p>	<p>Supplemental literacy instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical progression of the six essential components of reading. The program specifically being purchased here is Really Great Reading Student Kits for grades K-2. Magnetic kits allow physical manipulation of letters to construct words while practicing phonics and phonemic awareness skills.</p>
			<p>Supplemental literacy instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical progression of the six essential components of reading. The program specifically</p>

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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,080.00	being purchased here is Kid Lips. COVID safety protocols for teachers and students compromises abilities to match sounds students hear with the mouth formation necessary to create words. This program allows for the demonstration of the correct placement of tongue, teeth and lips when producing individual sounds.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$41,000.00	Supplemental literacy instructional materials needed to increase student engagement and address learning loss. Students are behind in their typical progression of the six essential components of reading. The program specifically being purchased here is Leveled Reading Kits for grades K-5. Program offers authentic and leveled text to allow students to build, practice and apply skills they have learned.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$167,042.00	iReady program for 2 years. Program used specifically for conducting student learning assessments and developing a customized learning

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Function	Object	Amount	Description
			path to address specific learning needs identified for each.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$209,120.00	Supplemental literacy instructional software licenses for K-5 teachers and students intended to ensure student engagement and address learning loss regardless if delivery instruction is in person or virtual. The Wonders Connect Ed program will enable teachers to assess and readily assign meaningful differentiated activities based on each student's ability and to scaffold their instruction.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$59,032.00	Supplemental literacy instructional software licenses for teachers and students intended to ensure student engagement and address learning loss regardless if delivery instruction is in person or virtual. The Wonders StudySync program will be used for the 6th grade to allow for assessing and assigning meaningful differentiated activities based upon individual student's ability.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$100,791.00	Virtual learning and the often sedentary learning environment associated therewith has resulted in an observed deterioration of the physical conditioning of students. Also recognizing exercise is critical to mental well being, this expenditure is for physical education supplies for secondary level students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$120,000.00	Audio technology instructional delivery supplies for 90 instructors. COVID safety protocols compromise the effectiveness of providing vocal instruction when teaching on-site. This will allow instructors to provide even distribution of sound and high speech intelligibility throughout the classroom.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$600,000.00	Math instructional tangible and digital textbooks and supplemental materials needed to increase student engagement and address learning loss.
			Interactive Classroom Displays and

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$346,000.00	Projectors. COVID safety protocols resulting in extended periods of virtual instruction has necessitated use of tools to better ensure student engagement when on-site instructional delivery is permitted.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,500.00	Turnit In will be used for supplemental literacy instruction to increase student engagement and address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$36,000.00	Storyworks K-5 Scholastic Magazines will be used as supplemental literacy instructional materials needed to increase student engagement and address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,500.00	Storyworks Gr 6 digital will be used as supplemental literacy instructional materials needed to increase student engagement and address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	Reading Counts will be used as supplemental literacy instructional materials needed to increase student engagement and



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Function	Object	Amount	Description
			address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$250,000.00	Instructional supplies for the Business, Computers & Information Technology department for curriculum changes necessitated by Learning Loss during COVID.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$60,000.00	Waterfront Learning for intensified online learning program to address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,000.00	EdInsight used to generate student performance data in an effort to address learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,000.00	Star Math & Reading assessments to address learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$51,000.00	Atlas Curriculum Management to address learning loss
		<b>\$2,453,376.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,893,168.00

**Allocation**

\$2,893,168.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,000.00	To address loss of learning due to COVID, students will benefit from teachers being properly trained to provide instruction using newly purchased literacy materials with fidelity. Professional Development will be provided to: better ensure instructors are technically equipped to make the most of instructional time; observe lessons in action in real classrooms; obtain expert advice on best instructional practices; and collaborate with other teachers. Two sessions of comprehensive training will be provided for Wonders Literature Anthology and two sessions of comprehensive training will be

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Function	Object	Amount	Description
			provided for Really Great Reading.
2200 - Staff Support Services	100 - Salaries	\$95,312.00	This will provide for the salaries of instructors responsible for the development of supplemental curriculum revisions. Specifically, pacing, materials and expectations need to be adjusted to accommodate students who now demonstrate a new set of needs arising from COVID learning loss. Updated curriculum guides are needed to ensure students receive systemic instruction and maintain an adequate pace for learning.
2600 - Operation and Maintenance	600 - Supplies	\$169,000.00	This expenditure is for the updating of the systems used to control HVAC for the instructional facilities in the District. Critical to the District's success in minimizing COVID outbreaks while delivering in-person instruction was the introduction of Air Purifiers and Ion Distribution Units and maintaining a constant inflow of outside air. The District's ability to do the latter is being hindered by control

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Function	Object	Amount	Description
			systems iwhich in some instances are over 2 decades old and lack uniformity.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$137,480.00	A portion of the salaries for two supplemental pupil services positions will be funded. Positions deemed necessary to address increased mental health issues resulting from COVID.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$30,000.00	With higher levels of anxiety and stress, chill rooms present a relaxing environment for students to decompress. This expenditure represents the supplies necessary to accessorize chill rooms being established in each of the District's six instructional buildings.
		<b>\$439,792.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$2,393,376.00	\$0.00	\$2,453,376.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$137,480.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$167,480.00
2200 Staff Support Services	\$95,312.00	\$0.00	\$8,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$103,312.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$169,000.00	\$0.00	\$169,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$232,792.00</b>	<b>\$0.00</b>	<b>\$68,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,592,376.00</b>	<b>\$0.00</b>	<b>\$2,893,168.00</b>

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,893,168.00