

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	Impact on academic performance will be measured through multiple measures. First, teachers have used and will continue to use, formative assessment to determine classroom needs. Data will be collected and used from our Spring PSSA and Keystone Exam administration. Finally, teachers will begin to implement a classroom diagnostic tool that will collect data for goal setting and growth target establishment.
Chronic Absenteeism	Data from the daily attendance numbers were reviewed quarterly to determine percentage of daily membership, School conferences were held throughout the year in an effort to reduce absenteeism. Quarter attendance numbers were provided to the community.
Student Engagement	Student engagement is essential to lifelong learning. Teachers focused on the design of their course page in the LMS system to assist with easy location of materials. Teachers also ensured that the flow of their lessons contained direct instruction, student exploration along with question board and application activities. Student feedback was used to gauge interest and engagement.
Social-emotional Well-being	Student referrals to our counselors, nurses, and data collected from multi-tiered systems of support (MTSS) meetings. Additionally, the elementary school and the middle school provided Second Step SEL lessons.
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
English learners	Approximately 82 students are provided ESL instruction K-12. Strategies included, attending everyday, push in assistance by teachers, and pull out opportunities for students to work directly with the EL Teacher for support. We will be collecting information from the recent WIDA Access test.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	As a District we approximately have 41% economically disadvantaged population of students. Strategies used were to assist with free meals, device loan, and internet hot spots as needed. In addition, we continue to reduce the amount of homework assignments provided to students.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	This population of students, roughly, 9.8%, was provided the opportunity to attend instruction daily. Case managers, progress monitored and worked with teachers to co-design lessons and activities based on student learning needs. Students were provided with tutorial needs in the Spring and Summer, based on their progress monitoring reports.

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	Summer student experiences. These fun, engaging, and academically enriched programs provided accerelation of standards, while allowing students to collaborate, have fun and create.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

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

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

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	One of the most effective strategies continues to be parent-teacher conferences and ongoing communication. This is conducted formally in the fall and spring with scheduled meetings. Teachers also reach out to families via zoom, email or other applications to communicate with them. Teachers also used Talking Points application to provide communication in realtime for families requesting information in their native language.

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.)

The District continues to be an active partner in the LIU and attend McKinney Vento Regional Meetings, participate in Collaboration for Youth Community Meetings and sub committee, and actively held several comprehensive planning meetings. Additionally, the District holds annually a Local Advisory Committee that consists of parents, community members, teachers, higher education representatives, and business leaders. Finally, our District holds monthly Caucus meetings, that community members have a opportunity to comment on at the conclusion and also monthly scheduled and advertised board meetings.

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)**

Feedback from various stakeholders as well as valuable information collected from multiple surveys throughout the year was used to prioritize needs and assist with plan development.

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)**

Project #: 223-21-0031
Agency: Bermudian Springs SD
AUN: 112011103
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

The plan will be provided in a compact, clear, and concise manner. The plan contents will be made available on our website. The form will be provided in both English and Spanish versions.

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.

Funding will be used to provide instruction and summer experiences for students. Students in the summer of 2021, 2022, and 2023 will be provided age appropriate experiences that are engaging, fun, and connect skills from the camps to classes, careers, and future student opportunities. After school tutoring will be provided at the high school and middle school along with continued interventions at the elementary school. Also, funds will be used for the continued use of an on-line credit recovery program increasing student opportunities to progress through the district curriculum without the need for additional years or time within the buildings. The elementary school will provide a stipend to a professional to oversee, produce, and provide data reports for the MTSS meetings. Funds will also be used to train, implement, and employ the iReady assessment and intervention program over the course of three years. This tool will provide accessible data for teachers to adjust instruction and provide lessons, activities and computer adaptive modules for students. In additions, hot spots will be purchased for busses to provide students an opportunity to complete homework while being transported, allowing more fresh air time upon their arrival home.

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.

Remaining funds will also be used to provide upgraded playground equipment enhancing student fresh-air activities as well as increased opportunities for the inclusion of our disabled students. Funds will further increase the District's opportunity to provide parents with full-time on-line education models that includes a full compliment of staff to support, instruct, and direct activities and advancement. The district will also use funds to employ a new transportation on-line system that will increase efficiency of busses while reducing exposure time for students on busses. In addition, building improvements for two of our three buildings include replacement of the high school boiler and building exterior envelope and replacement of the elementary exterior doors and exhaust fan. These building improvements will increase the safety and security of our buildings while improving air and water quality and reducing the risk of virus transmission. The District will continue to use funds for the purchase of zoom licenses therefore

allowing for interactive meetings for our teachers, staff and parents. The purchase of PPE materials to support and maintain the reopening and operation of school facilities to effectively maintain the health and safety of students, teachers, and other staff. Also, the District will continue to train our entire staff and students to employ the techniques taught through A.L.I.C.E. in order to provide a safe and secure school environment. Finally, throughout the next three years, the District will continue to renew and replace technology equipment, both PCs and Macs, in order to provide our students and staff the opportunity to learn and interact in a global environment through the safety of one-to-one devices.

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	1,923,912	20%	384,782

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	Students in K-12 will be continuously monitored through the use of iReady, PSSA/Keystone data, and local assessments developed to address learning gaps, identify intervention needs, and monitor growth. Teachers will develop Student Performance Measures to monitor student progress throughout the school year. A minimum of 15 hours will be provided to teachers to monitor data and analyze student progress to adjust interventions and student goals.
Opportunity to learn measures (see help text)	Student engagement will continue to be a focus for the school district in conjunction with our One to World initiative. Students will be provided instructional experiences that connect them to a global society, is hands on, supports critical thinking, collaboration, creativity, and communication. Students in grades K-12 will continue the use of iPads and Seesaw/Canvas as the Learning Management System in and out of school. Hot spots are provided to students who do not have internet access at home to ensure that they are able to engage in classroom learning if quarantined or at home learning. Teachers are provided a minimum of 15 hours of personalized professional development time to explore learning goals that support student engagement and the purposeful use of technology. The district will continue to monitor the professional learning needs of staff members and design professional development to increase the effective use of technology.
Jobs created and retained (by number of FTEs and position type) (see help text)	N/A
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student participation in after school tutoring and summer programs will be documented through formal invites and registration forms. Students and families will be regularly notified of these opportunities throughout the school year to ensure that all students have the opportunity to take advantage of the supports. Student goals will be set and monitored when participating in these programs to monitor growth and make adjustments as

	Data Collection and Analysis Plan (including plan to disaggregate data)
	needed.

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

\$1,923,912.00

Allocation

\$1,923,912.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$130,472.10	Salaries for three teachers of our full-time Eagles Academy Online Program to support students through instruction and mentoring for the 2021-22, 22-23, and 23-24 school years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,000.00	Learning Loss after school tutoring will be provided at the high school and middle school along with continued interventions at the elementary school for the school years 2021-22, 22-23, and 23-24.
			Learning Loss funding will be used to provide instruction and summer experiences for students. Students

Project #: 223-21-0031
Agency: Bermudian Springs SD
AUN: 112011103
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$160,000.00	in the summer of 2021, 2022, and 2023 will be provided age appropriate experiences that are engaging, fun, and connect skills from the camps to classes, careers, and future student opportunities.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$32,745.00	Learning Loss funds will be used to purchase PLATO Edmentum for the continued use of an on-line credit recovery program increasing student opportunities to progress through the district curriculum without the need for additional years or time within the buildings for the 2021-22, 22-23, and 23-24 school years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$3,600.00	The elementary school will provide a stipend to a professional to oversee, produce, and provide data reports for the MTSS meetings for the 2021-22, 22-23, and 23-24 school years.
		\$356,817.10	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,923,912.00

Allocation

\$1,923,912.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
3200 - Student Activities	700 - Property	\$30,000.00	Gaming systems and equipment for on-line gaming club for students for 2021-22, 22-23, and 23-24 school years.
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$23,994.00	Frontline application management platform to ensure qualified and certified teachers, professionals, aides, staff, and custodial members are recruited and hired for the 2021-22, 22-23, and 23-24 school years.
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$7,740.00	Zoom District account for parent meetings, professional learning and student instruction for the 2021-22, 22-23, and 23-24 school years.
			Provides PPE materials and

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	equipment needed tp provide a safe school environment for 2021-22, 22-23, and 23-24 school years.
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$24,000.00	Provide software and licensing for bus transportation system. System will provide the fastest routes to and from for students to lessen exposure time for 2021-22, 22-23, and 23-24 school years.
2200 - Staff Support Services	700 - Property	\$40,000.00	Ipad replacmeent devices for grades 5 and 9 for the school years 2021-22, 22-23, and 23-24.
2200 - Staff Support Services	700 - Property	\$20,000.00	PC Refresh for productivity in the 2022-23 school year.
2600 - Operation and Maintenance	700 - Property	\$70,000.00	Replace elementary playground equipment in the 2022-23 school year to increase safety, accessibility, and fresh air for all K-4 students.
2600 - Operation and Maintenance	700 - Property	\$200,000.00	Replace high school boiler in 2022-23.
2600 - Operation and Maintenance	700 - Property	\$250,000.00	Replace both elementary exhaust fan to improve air quality and exchange, and replace all exterior doors at the

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Function	Object	Amount	Description
			elementary to increase safety and security in the 2022-23 school year.
2600 - Operation and Maintenance	700 - Property	\$400,000.00	Replace the high school building exterior envelope to improve air quality and minimize mold growth in the 2023-24 school year.
2700 - Student Transportation	700 - Property	\$60,000.00	Tmobile hotspots for busses so students will be able to complete homework while being transported therefore providing more fresh air time at home for the 2021-22, 22-23, and 23-24 school years.
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$129,000.00	iReady will be purchased to train, implement, and employ the iReady assessment and intervention program over the course of three years (2021-22, 22-23, 23,24). This tool will provide accessible data for teachers to adjust instruction and provide lessons, activities and computer adaptive modules for students.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$32,360.90	Salary for on-line support service assistant to assist students and parents with the on-line academy for the 2021-

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Function	Object	Amount	Description
			22, 22-23, 23-24 school years.
2200 - Staff Support Services	700 - Property	\$200,000.00	Mac refresh to increase productivity in 2023-24
2100 - SUPPORT SERVICES – STUDENTS	700 - Property	\$50,000.00	Replace CAD equipment in 2022-23 school year for student use and preparation for real world careers.
		\$1,567,094.90	

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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	\$30,000.00	\$0.00	\$192,745.00	\$0.00	\$0.00	\$0.00	\$0.00	\$222,745.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$130,472.10	\$0.00	\$3,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$134,072.10
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$260,000.00	\$260,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$32,360.90	\$0.00	\$160,734.00	\$0.00	\$0.00	\$0.00	\$0.00	\$193,094.90
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$920,000.00	\$950,000.00
2700 Student Transportation	\$0.00	\$0.00	\$24,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$84,000.00
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	\$30,000.00	\$30,000.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$192,833.00	\$0.00	\$381,079.00	\$0.00	\$0.00	\$30,000.00	\$1,320,000.00	\$1,923,912.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,923,912.00