

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	The district implemented a multi-tiered system to determine the academic impact of the loss of instructional time. First, standardized assessment data such as Keystone and PSSA data, will be analyzed to determine individual student learning loss. The district will also use other data points such as Fast Bridge Benchmark data, CDT testing, progress monitoring, performance assessments in various programs, and classroom assessment data to determine individual learning loss and address the need for remediation. Teachers will work in grade or subject level PLCs to determine the best methods for addressing the needs uncovered by the data analysis.
Chronic Absenteeism	The district has evaluated the data regarding chronic absenteeism resulting from the pandemic over the past 18 months. Specifically, the district has analyzed data relating to absentee rates among students who were virtual and those who attended in person instruction. Those numbers were then compared to pre-pandemic absentee rates.
Student Engagement	Student engagement data was collected using a variety of both qualitative and quantitative means. For example, student engagement was a topic of conversations during department and grade level PLC meetings, as well as larger faculty meetings. Data on student engagement was also collected from teachers using their online classroom platform data and student progress through various online learning activities.
Social-emotional Well-being	The social-emotional well-being of students was mainly tracked through contact with students. For example, the middle school ran support groups on SEL through the NAMI. During these sessions, students filled out surveys and discussed their emotional-emotional well-being with teachers and group leaders. Teachers also checked in frequently with students who were in class and referred any individuals who were experiencing issues to the administration and to guidance for further investigation. Teachers and administrators also called the homes of students who were not in attendance to check in and see if there were any issued that can be addressed.
Other Indicators	The district used other methods to determine the impact of COVID 19 on the areas listed above. These methods include, parent feedback through individual conferences and parent stakeholder meetings, community feedback during public school board meetings, parent surveys, communication with our partners in the 21st Century Learning grant, progress in credit recovery, and small group learning loss sessions with identified students.

	Methods Used to Understand Each Type of Impact
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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	Students from low income families will be identified through their participation in our free and reduced lunch program. Impacts on this subgroup will be measured using standardized data and such as summative assessments, benchmark assessments, classroom assessments, and teacher observations. Absentee rates for these students will be tracked as well.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with documented disabilities will be served through the goals outlined in their IEPs. Those who are struggling and may possibly be eligible for additional services such as an IEP or a 504 will be identified through the districts MTSS process of increasing interventions and supports. Impacts will be measured using progress monitoring or goals set forth in the IEP in addition to other data, such as classroom assessments, standardized tests and benchmarks, and teacher observations.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Bristol Borough is a very diverse school district consisting of 55% minority students. Students of various ethnic or racial groups self-identify during registration. The progress of these various ethnic and racial groups is tracked by analysis of standardized test data, classroom data, and various other program data.

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	Students have been targeted for interventions for learning loss using additional academic support services, such as online remediation programs and additional small group instruction to combat learning loss. The district will continue to support these students through access to remedial materials through our new math and reading programs and supplemental programs. Students will also be targeted for small group instruction with our intervention specialists.

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	The district is in the process of implementing an MTSS model in the elementary school, which will be used to evaluate the provide social-emotional and academic needs of students. The MTSS model will incorporate the elementary PBIS model which has been in place for several years at the elementary school. In addition, the district is incorporating a PBIS model in the middle school, with a plan to move into an MTSS model next year. PBIS will also be incorporated into the high school during the following school year.

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	<p>The district will focus on the social emotional needs of students through increased access to social work and family services. Starting in the 2021-2022 school year, the district will have a full time social worker on staff. In addition, the district is working with a local family services agency to provide in-school family service programs to students and their families. The district is also incorporating small group sessions through NAMI and additional SEL instruction in core instruction and in elective class offerings.</p>

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 will incorporate a variety of strategies in order to engage stakeholders in meaningful consultation regarding ESSER funds. First, the district has utilized multiple parent surveys to assess student and family need and to solicit feedback regarding all aspects of the districts COVID 19 response and instructional planning throughout the pandemic. Parent feedback is also obtained through committee meetings and during public school board meetings twice a month. We also post information on our website for parents and community members. Our district also has an organization for parents of students with disabilities which meets with the administration. In addition, our administration regularly attends meeting for special interest groups to solicit feedback and discuss planning for grant expenditures. School administration has met with faculty and staff members weekly throughout the pandemic to exchange ideas and solicit feedback. There were also department and grade meetings held to discuss the needs of the teachers moving forward. In addition, the COVID subcommittee of the school board has met whenever necessary to discuss COVID pandemic response, instructional options and overall needs of the district. The district administration frequently communicated with all district employees using the district's email system. Through this system, we update all employees of protocols and procedures, and solicit feedback regarding needs and possible grant expenditures.

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)**

All of the information collected from meetings, emails, surveys, and personal feedback has been analyzed and prioritized with input from the board, union leadership, and administration to develop a comprehensive list of needs that will be supported by the grant. That list will be shared with the public and community stakeholders for input and feedback. The list of expenditures will be posted on the district website and discussed at public meetings.

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)**

The ESSER plan has been developed through a series of meetings, surveys and feedback sessions with various stakeholder groups to assess the needs of the district moving forward. The outline of the expenditures was then placed into a draft for submission and review by the COVID committee, and the academic advisory committee of the district. The plan for expenditures was then shared with the community during a public board meeting. Once the plan is approved, the details of the plan and expenditures will be shared at another Board meeting. The plan and expenditures will then be posted on the district's website. The plan will also be available in written form at the administration building for anyone needing a copy.

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 district will implement multiple measures to address the impact of lost instructional time. First, the district will hold summer sessions for students who have experiences learning loss throughout the pandemic for students K-12. These programs will specifically students who remained virtual, did not consistently participate, or were not successful in the 2021-2020 and 2020-2021 school years. The list of students to be targeted will be obtained through guidance and attendance records and through teacher recommendation. In the elementary grades, students will participate in summer camp sessions focused on academic and social-emotional needs. The content of the academic sessions of the camp will be derived from student data on standardized, classroom and benchmark assessments. In the middle and high school grade levels, students will have the opportunity to participate in summer credit recovery programs. The content will be taught through the Edgenuity program with classroom teachers there live to assist with any questions or to provide clarification. The district also offers a winter school program for students in the middle and high school to participate in credit recovery and remediation coursework. The district will also have targeted ESY programs and intense tutoring sessions for students who show the greatest need or for those who have an IEP for additional intensive remediation. The district will also contract with the local intermediate unit to provide services to students with special needs who need supports beyond what the district can currently offer to address learning loss, social emotional needs, and chronic absenteeism. . The district also allows parents to keep Chromebooks over the summer so elementary students have access to district programs in math and reading. To ensure all students have access to the internet, the district also provides hotspots to those in need. Data regarding student progress will be collected and the beginning of each sessions to determine student levels and then again periodically to assess progress and the need for additional targeted interventions.

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.

Continuity of Service:The district will use part of the funding to add additional support staff for students to address their various needs. For example, the district will use funds from the grant to acquire additional social work services, intervention teachers, nurses, and classroom aides. The district will also increase its MTSS and PBIS offerings to meet the growing academic, behavioral and social-emotional needs of students. Software which was purchased to help students with learning loss and academic challenges will be maintained through the live of the grant. The district will also continue to offer meals to all of its students for free during the 2021-2022 school year. In addition, the district will use part of the grant allocation to purchase desks so students can maintain social distancing protocols while eating. Access to

Instruction:The district will use part of the grant allocation to purchase Chromebooks to maintain a one-to-one model for technology so all students have access to materials and resources which are posted on the district's online platform for each class. The district will also have hotspots available for students without internet access. The district will also purchase new photocopier machines to produce materials and resources for students. In addition, the district will use funding to purchase an updated student management system to help better evaluate trends in student's data regarding absenteeism and to have the ability to better communicate this information to parents. The new district social worker will provide follow up and resources for families with children who exhibit chronic absenteeism. Mitigation

Strategies:The district will use part of the ESSER allocation to purchase personal protective equipment, such as mask and CDC approved cleaners and disinfectants. The district will also purchase air purifiers for classrooms to help reduce the risk of transmission of COVID 19. We will work with the local Intermediate Unit to establish testing sites close to the district. We will also purchase a new bus to ensure that students are able to social distance while being transported to and from school. **Facilities Improvement**To reduce the risk of virus transition, the district will use part of the ESSER funding to improve facilities to reduce virus transmission. Funds will be used to replace the reaming HVAC systems I at the high school to increase air flow and ventilation. In addition, the district will use funds to upgrade the security systems on doors at the high school and middle school by installing electronic swipe card locks to better track individuals who enter and exit the buildings.

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.**

Project #: 223-21-0048
Agency: Bristol Borough SD
AUN: 122091303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	334,410,400	20%	66,882,080

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	Data will be collected from standardized assessment sources, such as PSSA, Keystones, and SATs. Benchmark data will also be collected from CDTs. and through the Fastbridge assessments in grades K-5. For Special Education students will be collected through progress monitoring. Teachers will also use data form local assessments, such as classroom tests and project based assessments, and assessments built into our core and remedial programs to assess student progress. The data will be disaggregated by student group using the demographic information stored in our student management software. The disaggregated data will be discussed and analyzed during faculty meetings, PLCs, and MTSS discussion where recommendations will be made ito enhance student progress.
Opportunity to learn measures (see help text)	Student engagement will be track both qualitatively and quantitatively. Teachers will assess engagement through observations as well as through the completion of material and assignments. They will also use Go Guardian software to track student's whereabouts on the internet while in class. Access to technology will be monitored and tracked by the technology department. A reporting system has been set up for parents to put in help desk items for lost or broken Chromebook repairs and any other trouble shooting which may need to be accomplished. Professional development on technology will be tracked using Act 48 records of attendance in attended sessions.
Jobs created and retained (by number of FTEs and position type) (see help text)	One (1) teacher for classroom learning loss; One (1) Social Worker for K through 12; Two (2) Classroom Aides; and One (1) Custodian
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Participation in summer, afterschool and other programs will be monitored through daily attendance. Attendance will be recorded by program facilitators for in-person programming. Online programming participation will be recorded in the individual online systems.

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

\$3,344,104.00

Allocation

\$3,344,104.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$180,000.00	Extended school year summer programming for special education students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,000.00	Summer learning loss academy staff.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$166,581.00	Additional teacher for classroom learning loss support.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$84,369.00	Benefits for additional teacher for classroom learning loss support teacher.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$400,000.00	Contract with Buck County Intermediate Unit for special education student placement
1200 - SPECIAL			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$154,218.00	Social worker benefits
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$226,392.00	Social worker salary
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$480,000.00	Contracted Speech services for students
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$60,000.00	Contracted Physical Therapy Services
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$225,000.00	Contracted Oppupational Therapy Services
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$107,160.00	Additional classroom aides
1000 - Instruction	600 - Supplies	\$292,500.00	Chromebooks for students
1000 - Instruction	600 - Supplies	\$105,600.00	Notebook computers for teachers
1000 - Instruction	600 - Supplies	\$45,000.00	Changers for in school craging of Chromebooks

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	AVID Learning Program for Secondary Education
		\$2,584,820.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,344,104.00

Allocation

\$3,344,104.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	Additional contract nurse
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$83,250.00	Focus student management system
2200 - Staff Support Services	700 - Property	\$16,552.00	Printers for classrooms
2200 - Staff Support Services	700 - Property	\$23,550.00	Copiers for elementary and secondary teacher general use
2800 - Central Support Services	700 - Property	\$60,000.00	Additional student desks
2600 - Operation and Maintenance	700 - Property	\$70,000.00	Classroom air purifiers
2600 - Operation and Maintenance	100 - Salaries	\$73,340.00	Additional custodian salary
2600 - Operation and Maintenance	200 - Benefits	\$79,636.00	Additional custodian benefits

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$56,000.00	Additional information technology support
2600 - Operation and Maintenance	700 - Property	\$18,000.00	Security swipe cards at the middle school/high school
2600 - Operation and Maintenance	600 - Supplies	\$163,956.00	Personal protective equipment and cleaning supplies.
2800 - Central Support Services	100 - Salaries	\$60,000.00	IT Director
2800 - Central Support Services	200 - Benefits	\$35,000.00	Benefits for IT Director
		\$759,284.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$443,100.00	\$0.00	\$443,100.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$698,133.00	\$238,587.00	\$1,205,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,141,720.00
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	\$56,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,000.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,102.00	\$40,102.00

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$73,340.00	\$79,636.00	\$0.00	\$0.00	\$0.00	\$163,956.00	\$88,000.00	\$404,932.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$60,000.00	\$35,000.00	\$83,250.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$238,250.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
	\$887,473.00	\$353,223.00	\$1,308,250.00	\$0.00	\$0.00	\$607,056.00	\$188,102.00	\$3,344,104.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,344,104.00