

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 Camp Hill School District elementary schools review reading and math data generated by Acadience, formerly DIBELS, assessment. These assessments show areas of growth for individual students. This data allows staff to determine areas of need for each student and group them accordingly to provide interventions in the areas of reading and math, specifically. For students in first through fifth grades, scores can be compared to previous year's scores to determine any regression or gaps in learning. In grades 6-12, CDT scores are used to guide instruction and determine progress for students on an individual basis. Along with CDT data, PSSA scores are used to determine progress for students in grades 6 through 8 and grade 11. Curriculum-based assessments are utilized in grades K-12 to provide additional measures of progress and determine areas of need for intervention.
Chronic Absenteeism	Attendance data is collected daily in all grades, K-12, in the Camp Hill School District. Attendance records are reviewed on a weekly basis to identify students with chronic absenteeism. If a student is determined to have excessive absences, the school team, consisting of administrators, counselors, teachers, student and parents, create a School Attendance Improvement Plan consisting of interventions, based on individual student circumstances, to support the student's regular school attendance.
Student Engagement	Student engagement is measured by attendance, curriculum-based assessments, local assessments and classroom performance and participation.
Social-emotional Well-being	Camp Hill School District will implement the Leader In Me social-emotional learning curriculum. Social-emotional well-being of students will be monitored using assessments, surveys and questionnaires provided through the Leader In Me program.
Other Indicators	The Camp Hill School District will use the MTSS process to continually review data in all areas to identify students in need of interventions and supports to be successful in school, including academics, attendance, student engagement and social-emotional well-being.

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	<p>The district will use WIDA/ACCESS for ELLs sAreas in which student show potential regression or learning gaps. Classroom performance and curriculum-based assessments will also be used to determine student progress. Students identified as needing more intensive instruction are provided with direct instruction in the targeted are of need, focusing on listening, speaking, reading and writing. Other strategies include small group instruction using research-based interventi programs for ELLs, providing support in the regular education setting, targeted intervention times provided in the schedule for additional academic support and support during study hall periods to assist with completion of assignments and remediation.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>Progress monitoring is conducted bi-weekly and analyzed on a monthly basis to determine areas of need, specifically in the areas of reading, writing and social skills. Small group instruction using direct instruction methods with research-based intervention programming is provided for students who demonstrate a need. Special education teachers and paraprofessionals support students with disabilities in the regular education setting to assist with understanding of concepts and task completion. In grades K-5, a targeted intervention period is scheduled for all students in which students with disabilities can receive additional special educaiton supports. In grades 6-12, study hall sessions are provided for students with disabilities to receive additional support in completion of assignments, projects, tests and quizzes.</p>
Students from low-income families	<p>Technology devices will be issued by the school to all students to provide access to online instruction and the ability to complete required assignments and/or long-term projects outside of the school day as assigned by the classroom teacher. Students will have the ability to conduct</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	research online to assist with completion of these assignments as well as access to online instruction in the event of school closure or absence due to quarantine.

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	Direct instruction in targeted areas of academic need, specifically reading and math, using research-based intervention programs and instructional strategies.

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	Provision of district issued technology devices to access curricular materials and instruction online as necessary due to school closures or quarantine.

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	Implementation of social-emotional learning program and mental health supports through school-based counseling services.

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 Camp Hill School District organized a Comprehensive Planning Steering Committee which met monthly in the evenings. Included on this committee was the Superintendent, Director of Special Education and Student Services, building principals, counselors, teachers, special education teachers, ESL teachers, parents and community members. The District advertised the forming of the committee to the public and advertised monthly meetings in advance. During monthly meetings, the committee discussed and determined areas of need for the Camp Hill School District and made recommendations for the use of ARP ESSER funds. Recommendations from staff were communicated to district-level administration through the department chairs regarding district-wide needs. Updates on planning for the use of ARP ESSER funds were presented monthly at the Budget/Finance/Personnel Committee and monthly School Board meetings. All committee and board meetings are open to the public and advertised in advance. In all School Board meetings, time is allotted for public comment on agenda items.

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)**

During the Comprehensive Planning Steering Committee, input from various stakeholders in attendance was received. Committee members used district academic and attendance data to determine overall areas of need. Once those areas of need were identified, members of the committee discussed and provided a list of ideas and recommendations for improving student

performance in each area. Likewise, teachers were given the opportunity to meet on a monthly basis in their content area Professional Learning Communities to discuss student data and determine needs. Recommendations were provided from the teachers through the department chairs. Input from parents and community members was documented through public comment at School Board meetings. All information was consolidated and discussed by the leadership team. The final plan for use of ARP ESSER funds was completed using input from all stakeholders.

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 Camp Hill School District organized a Comprehensive Planning Steering Committee which met monthly in the evenings. Included on this committee was the Superintendent, Director of Special Education and Student Services, building principals, counselors, teachers, special education teachers, ESL teachers, parents and community members. The District advertised the forming of the committee to the public and advertised monthly meetings in advance. During monthly meetings, the committee discussed and determined areas of need for the Camp Hill School District and made recommendations for the use of ARP ESSER funds. Recommendations from staff were communicated to district-level administration through the department chairs regarding district-wide needs. Updates on planning for the use of ARP ESSER funds were presented monthly at the Budget/Finance/Personnel Committee and monthly School Board meetings. All committee and board meetings are open to the public and advertised in advance. In all School Board meetings, time is allotted for public comment on agenda items. During the Comprehensive Planning Steering Committee, input from various stakeholders in attendance was received. Committee members used district academic and attendance data to determine overall areas of need. Once those areas of need were identified, members of the committee discussed and provided a list of ideas and recommendations for improving student performance in each area. Likewise, teachers were given the opportunity to meet on a monthly basis in their content area Professional Learning Communities to discuss student data and determine needs. Recommendations were provided from the teachers through the department chairs. Input from parents and community members was documented through public comment at School Board meetings. All information was consolidated and discussed by the leadership team. The final plan for use of ARP ESSER funds was completed using input from all stakeholders. The final plan for the use of ARP ESSER funds will be presented to the Budget/Finance/Personnel Committee. This meeting will be advertised in advance of the meeting and open to the public. The plan will then be presented to the School Board. This meeting will also be advertised in advance and open to the public. During this meeting, members of the community will have the opportunity to comment on the plan to provide feedback. The District will post the plan to the district website within 90 days of receipt of ARP ESSER funding. The plan will be written in a language that parents and community members can understand and will be provided in an alternate format upon request by a parent/community member who is an individual with a disability.

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 has instituted after school tutoring for students in grades 6-8. Students are identified as eligible for after school tutoring based on assessment data, attendance data, and classroom performance based on the district's MTSS process. Students can receive tutoring in any of the core subjects. The district has also implemented a summer learning programming for grades K-5. This program is open to all students in grades K-5 and provides instruction primarily in the areas of reading and math. Social-emotional learning will also be addressed through summer programming as social activities will be incorporated. Camp Hill School District has also begun the implementation of a social-emotional learning curriculum in grades K-12, Leader In Me. This research-based program will be utilized across all grade levels. Teachers and staff will receive professional development and training on the implementation of the program. Lessons will be taught across all grade levels throughout the school year. Lastly, the implementation of school-based counseling services for grades K-12. Counseling is open to students who demonstrate a need based on the district's MTSS process. Classroom performance, feedback from families and district assessments are utilized to determine students who demonstrate a need for school-based counseling. The counselor meets with students in a confidential setting within the school building and communicates with staff and families as deemed appropriate and necessary. The after school tutoring addresses the needs of students from low-income families who would otherwise not have the opportunity for tutoring services due to financial limitations. The summer programming, K-5, addresses all student groups as it is open to all students. ESL and special education services will be provided for EL students and students with disabilities who choose to participate. Communication about these services will be advertised to families appropriate and in the home language. The implementation of a social-emotional learning program and school-based counseling services will also address the needs of all student groups. These interventions target the social-emotional well-being and improved mental health of all students in the Camp Hill School District. These interventions support the academic, behavioral and social-emotional progress of students who did not participate regularly in remote learning during school closures.

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.

Two FTEs will be funded through the ARP ESSER monies to address both continuity of services and access to instruction. The Distance Learning Coordinator's primary role is to oversee the district's online learning program for students and families who choose virtual learning. The Distance Learning Coordinator will monitor student progress in completion of coursework, as well as monitor student attendance. Regular communication with families will mitigate chronic absenteeism in the virtual learning program. The Distance Learning Coordinator will also provide small group or one-to-one in person and/or virtual tutoring sessions for students who struggle with coursework in the virtual learning program. The K-5 Media Specialist will work in collaboration with elementary teachers to provide small group and/or individual remediation in the areas of reading and math, as identified through the district's MTSS process. The Media Specialist will utilize research-based intervention programs and strategies under the direction of the classroom teacher. A curriculum development team will be funded through the ARP ESSER monies to also address continuity of services. Curriculum revisions will be based on PA state standards and will provide a spectrum of interventions and enrichment to meet the needs of all students in grades 6-12 within the Camp Hill School District. The curriculum development teams will consist of certified teachers and administrators. Each group will focus on one core content area of either ELA, math, science or social studies. The curriculum revisions will be presented to the Curriculum and Instruction Committee and to the School Board. Camp Hill School District will ensure that each student and staff member has a district issued device to access the learning management system. The network infrastructure and internet service will be enhanced to support the need for high use of technology devices in the learning process. Students will have access to instruction and instructional materials both in and out of the school building.

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

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

Not Applicable

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
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Project #: 223-21-0059
Agency: Camp Hill SD
AUN: 115211003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

20 Percent Reservation	1,218,175	20%	243,635
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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	Camp Hill School District will continually collect academic data for all students in the district. Local assessments, curriculum-based assessments, attendance data and classroom performance will be monitored on a weekly basis for all students in grades K-12. Special education teachers will continue to progress monitor individual student IEP goals on a bi-weekly basis. ESL teachers will continue to monitor progress of EL students in the areas of listening, speaking, reading and writing using curriculum-based and classroom-based assessments. Monthly meetings will occur with building level teams to discuss student progress and determine adjustments to strategies. Student data will be disaggregated by regular education, special education, English Language Development and low-income families. Data for each group will be analyzed to determine necessary interventions.
Opportunity to learn measures (see help text)	The District will issue a district chromebook to each student. Each teacher will have a district-issued laptop. Teachers will receive continued professional development on the use of the Learning Management System as well as best practices for utilizing instructional technology. The Distance Coordinator will continue to work with families and receive feedback regarding online learning opportunities and experiences.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two FTEs have been created and will be fully funded by the ARP ESSER funds. One FTE is a Distance Learning Coordinator. This position is responsible for overseeing our online learning program for students within the district. The Distance Learning Coordinator is a certified teacher and is able to provide tutoring and academic support for students (K-12) in the district online learning academy. The second position is a Library Remedial Specialist. This is a full time position and is fully funded by the ARP ESSER funds. The Library Remedial Specialist works under the direction of the classroom teachers and provides remedial support to students in small group settings in the areas of reading and math within the regular classroom setting.
	The District will keep attendance records for all students attending after

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p> school tutoring sessions in grades 6-8. Local assessment data will be used to determine the progress of students in the program. The middle school team will continue to meet on a monthly basis to review data and make adjustments to programming as deemed appropriate. Summer learning opportunities will be provided to students in grades K-5 with a focus on reading and math instruction. Student attendance will be documented and student progress of those who participated in the summer program will be assessed based on a comparison of end of the year curriculum-based and local assessments to the curriculum-based and local assessments at the beginning of the next school year. </p>

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,218,175.00

Allocation

\$1,218,175.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$260,000.00	Learning loss support from Leader in Me and Laurel Life services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$175,000.00	K-5 Media Specialist, Distance Learning Coordinator, Curriculum Development, Summer Counselor Hours, Summer Academy, After School Programming
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$70,175.00	K-5 Media Specialist, Distance Learning Coordinator, Curriculum Development, Summer Counselor Hours, Summer Academy, After School Programming
		\$505,175.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,218,175.00

Allocation

\$1,218,175.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	700 - Property	\$713,000.00	Student Chrombooks, Staff Laptops, Wireless Access Points, Network Infrastructure, and Smart Boards
		\$713,000.00	

**Project #: 223-21-0059
 Agency: Camp Hill SD
 AUN: 115211003
 Grant Content Report
 Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

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	\$175,000.00	\$70,175.00	\$260,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$505,175.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$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	\$713,000.00	\$713,000.00

Project #: 223-21-0059
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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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	\$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	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: 223-21-0059
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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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
	\$175,000.00	\$70,175.00	\$260,000.00	\$0.00	\$0.00	\$0.00	\$713,000.00	\$1,218,175.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,218,175.00