

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	<p>The Carlisle Area SD recognizes the significant academic impact of COVID-19 on our student learners and their instructional time. The district employs a series of methods to understand this academic impact. In the aggregate, the district reviews PSSA, Keystone, and PVAAS data to understand broad trends. The district periodically reviews classroom data, to include final grades and assessments to understand student acquisition of grade-level content. At the elementary level, the district utilizes a series of benchmarking tools - Acadience, G-RADE, 4-Sight, District Writing Samples, etc. - to monitor student learning over time. At the secondary level, departments utilize USA Test Prep and other tools to monitor learning toward standardized objectives. At the classroom level across K-12, teachers rely on common, unit, and benchmark assessments to monitor individual student progress toward achievement.</p>
Chronic Absenteeism	<p>The Carlisle Area SD monitors attendance in both its in-person and virtual programming. All district buildings review daily attendance reports, conduct periodic attendance meetings, and employ a set of strategies to promote family engagement and enforce attendance. These strategies include letters to families, heightened requirements for absences, and ultimately court hearings. Attendance issues and cases are monitored and tracked.</p>
Student Engagement	<p>Student engagement is monitored and addressed at the classroom and building levels. Lack of engagement in academic tasks can reflect a variety of issues - overly difficult content, a reading disability, social or emotional struggles, etc. When students are disengaged, the district responds with individual attention and conversations, family engagement, referrals to counseling, referrals to the Student Assistance Program, and with other supports. These issues and cases are monitored and tracked by building principals, counselors, and individual teachers.</p>
Social-emotional Well-being	<p>Teachers, counselors, and administrators track social and emotional needs which impact students' ability to fully access learning in school. Specific observations include the need to re-learn school norms and expectations, manage and regulate behavior, and interact appropriately with others. The counseling department works closely with building administrators to monitor and support students. Each secondary building hosts a SAP (Student Assistance Program) team which identifies and responds to mental health and substance abuse concerns, and we are expanding SAP to the elementary level this year. The District has invested heavily in trauma-sensitive training for all faculty in the current school year. Identification strategies/data sources include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and</p>

	Methods Used to Understand Each Type of Impact
	documentation, SAP records and documentation, and attendance data.
Other Indicators	The Carlisle Area SD views student health and academic success as a holistic endeavor, especially as we emerge from COVID-19. As we are in the middle of our Comprehensive Planning process, we have utilized family advisory committees, family focus groups, individual parent conversations, community forums, teacher focus groups, student focus groups, community discussion boards, and staff discussion boards, among other strategies, as methods to solicit feedback on our students' needs and areas for district improvement.

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	Teachers, counselors, and administrators have identified increased social and emotional needs which have impacted students' ability to fully access learning in school. These needs include re-learning school norms and expectations, managing and regulating behavior, and interacting appropriately with others. Identification strategies include, but are not limited to, classroom observation, disciplinary documentation, counseling office records and documentation, SAP records and documentation, and attendance data.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.</p>
<p>English learners</p>	<p>Teachers and administrators have identified decreased academic achievement following COVID-19. Identification strategies include, but are not limited to, classroom observation, universal screeners and benchmark assessments, and report card data. Students who were already identified as at-risk - low-income students, students from identified racial or ethnic groups, English learners, and special education students - have been especially vulnerable to learning loss during COVID-19.</p>

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
<p>Strategy #1</p>	<p>One of our primary strategies has been the increase of supports in the realm of social and emotional wellness. We understand the significant impact of the pandemic on students' sense of normalcy, consistency, and belonging. As such, we are approaching this issue in several ways. We are in the process of increasing staffing to support student wellness. This staffing increase includes two behavior specialists and additional, specialized counselors. Additionally, we have devoted an entire strand of our professional learning experiences to fostering trauma-sensitive classrooms and buildings at the elementary, middle, and high school levels. Finally, we are expanding our mental health services.</p>

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
	We recognize the importance of a strong, cohesive academic program that engages students in each and every classroom. We have diverted targeted

	Strategy Description
Strategy #2	funds, resources, and time to developing our elementary math program, enhancing the elementary ELA program, and emphasizing active learning strategies at the middle and high school levels. This is part of our larger work in strong lesson design and curriculum modernization. In short, we are emphasizing best practices in each and every classroom that reach our learners.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The Carlisle Area School District engages in routine sessions with our administrative team, faculty and staff, and the Carlisle Area Education Association (CAEA) (union). Through staff and administrative meetings and collaborative sessions, District Administration is able to identify high-need areas - both instructional and non-instructional - in need of improvement and support. The District has convened a Family Advisory Committee which meets approximately quarterly. At that time the District Administration engages in district-wide discussions on our Comprehensive Plan, ESSER funds, and other relevant topics. In the last quarter, our District has also engaged in both online discussions (via ThoughtExchange) as well as extensive discussions with several stakeholder groups - to include the Board of Directors, District Administration, faculty/staff, students, and community groups - in the development of our next Comprehensive Plan (2022-2025). It is not surprising that our District's long-term needs intersect with needs following COVID-19 and the implementation of ESSER funding. As such, we have been able to apply and benefit from feedback in this area.

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)**

As described above, we have solicited stakeholder input from a variety of sources and using a variety of methods. We have received much feedback that will influence the use of ARP ESSER and other grant funds. Salient feedback includes: 1) Desire for whole child learning and support, 2) Importance of additional support outside of regular school hours, 3) Exposure to additional curricular and extra-curricular activities, and 4) The importance of supporting

students' mental and emotional well-being while in school. These are significant drivers in the development of our plan.

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 District Administration has regularly updated the Board of Directors on incoming federal grants to support student learning, achievement, and wellbeing. We will continue to share information on grant amounts and proposed usages for funding. These documents and presentations are publicly available.

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.

1) English Learner Staffing - The district has experienced a significant increase in English Learners in the last several years. We are currently understaffed in this area, and unable to provide the depth and breadth of services required. We will continue to track and monitor progress via the district LIEP (for English Language Development) and regular district measures and assessments. 2) Staffing for instructional coaching - The district plans to invest in instructional coaching, especially in the areas of literacy and math at the elementary level. Coaches help us to develop and sustain professional learning. Over time, this application of funding and resources yields a ripple effect that benefits hundreds of teachers and thousands of students. In addition, as school districts experience increased rates of teacher turnover, increased "just in time" support is essential to student progress and learning. 3) Staffing for counseling support - The district would like to pair ESSER ARP funding with the ESSER Homeless grant funding to support a counselor devoted specifically to students who are at risk or experiencing homelessness. This counselor would work with students and families to ensure that they are succeeding in school and connected with outside services. 4) Supporting school psychologist interns - We are budgeting some ESSER ARP funds to support school psychologist interns. Like many districts, we have struggled to staff school psychologists. Identifying student needs is critical to mitigating learning loss. Funding future interns - and hopefully filling the pipeline of candidates - will be beneficial. 5) Staffing high school reading - Increased numbers of students who are not identified as special education require reading support at the high school level. We aim to bolster students' reading skills to increase success in other courses and to mitigate learning loss. 6) Staffing for personal finance education at the high school level - COVID-19 has highlighted the need for strong instruction in the areas of personal finance and other topics applicable to students' real lives. We hope to utilize a staff member to serve all students as part of their required high school program. 7) Summer programming - The district has significantly expanded and bolstered summer programming, especially at the elementary level. We plan to utilize ESSER funding to continue to facilitate expanded programming for at least two more summers. We will track progress using our traditional measurements and assessments for students in the program. 8) After school or weekend programming/tutoring - The district would like to offer after school or weekend remedial or enrichment programming across subjects and/or individual or small group tutoring by district teachers or a contracted vendor. The objective would be to provide additional learning activities in a highly engaging fashion. We would track student participants in the program over time.

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.

1. Air filtration system: The District had an engineer conduct a full inspection and evaluation of all buildings HVAC systems. All buildings met minimum requirements but the firm included recommendations to improve the air quality to "better" and "best" classification (COVID IAQ Efficacy Matrix). The District intends to utilize these funds to implement many of the recommendations from that outside firm including: upgrading the filtration system at one of the 7 elementary schools, installing dry hydrogen peroxide sanitizing units in classrooms, offices, and gathering spaces, upgrading HVAC units at one elementary school and one high school building, and upgrading building automation systems (HVAC). All of the previously mentioned upgrades will directly improve the air quality in our schools, improve ventilation, and reduce the risk of virus and germ transmission. Additionally, the District intends to upgrade the ventilation system in one classroom in the high school complex that has been determined to not have the recommended air exchange rate and negative pressure recommended. 2. The District intends to purchase modular units for one elementary school and cafeteria tables to create more space for students and staff. Currently, spaces at the elementary school are crowded and have multiple different classes/uses occurring in one space. Purchasing the modular units would allow for students and staff to better adhere to the social distancing guidelines and improve general and mental health. Additionally, the purchase of the cafeteria tables would also allow for better social distancing when students are eating without masks on, reducing the likelihood of transmission during lunches.

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 #: 223-21-0063
Agency: Carlisle Area SD
AUN: 115211103
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	6,867,458	20%	1,373,492

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	The district will continue to utilize state assessments, classroom-developed assessments, report card and marking period grades, and local benchmarking and progress monitoring (Acadience, G-RADE, 4-Sight, District Writing Sample, etc.) to monitor progress. Much of this data is disaggregated by sub-groups or other factors.
Opportunity to learn measures (see help text)	The district carefully tracks student access to technology, ensuring that students are equipped one-to-one devices. The Technology Department periodically assesses student access and learning conditions. The district also monitors staffing and instructional or special education aide support, which allows small group or individual remedial work. The district maintains a strong professional learning calendar, which bolsters teaching practices and support for teachers. The district routinely interacts and surveys administration, teachers and staff, families, and students to assess learning needs.
Jobs created and retained (by number of FTEs and position type) (see help text)	The district will monitor and report on FTEs per federal guidelines.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district will continue to monitor student enrollment, participation, and progress in summer learning, after school or weekend, and/or individual/group tutoring experiences.

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

\$6,867,458.00

Allocation

\$6,867,458.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$82,400.00	Salary for additional ELD teacher at the high school level. (1 year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$17,600.00	Benefits for additional ELD teacher at the high school level. (1 year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$165,000.00	Salary for instructional coach at the elementary school level. (2 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$35,000.00	Benefits for instructional coach at the elementary school level. (2 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$165,000.00	Salary for instructional coach at the secondary level. (2 years)
1100 - REGULAR PROGRAMS – ELEMENTARY /	200 - Benefits	\$35,000.00	Benefits for instructional coach at the secondary level. (2

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Function	Object	Amount	Description
SECONDARY			years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$60,000.00	Costs for school psychologist interns (2 interns, 2 years).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100,000.00	Cost for one homeless/at-risk counselor. These funds would cover half of this position in the 22-23 year (the other half is the Homelessness Grant). It would cover the full cost in the 23-24 year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$75,000.00	Costs for one reading specialist at the high school level. This is a one-year position.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$165,000.00	Salary for personal finance teacher at the high school level. (2 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$35,000.00	Benefits for personal finance teacher at the high school level. (2 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$186,600.00	(Summer Learning) Salaries for summer learning employees/teachers - elementary, middle, and high. (2 summers)
1100 - REGULAR			(Summer Learning) Benefits for summer

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$39,240.00	learning employees/teachers - elementary, middle, and high. (2 summers)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$19,000.00	(Summer Learning) Costs for contracted staff to support summer learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$22,560.00	(Summer Learning) Costs for purchase of online summer learning platform.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,600.00	(Summer Learning) Costs for materials for summer learning.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$16,000.00	(Summer Learning) Student transportation.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$70,000.00	(Summer Learning) Student food service.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$65,000.00	(Tutoring/Remediation/Programs) Additional compensation for contracted staff to conduct additional programs, tutoring, and/or remediation.
			(Tutoring/Remediation/

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$15,000.00	Programs) Additional benefits for contracted staff to conduct additional programs, tutoring, and/or remediation.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$7,458.00	(Tutoring/Remediation/ Programs) Costs for outside vendor staff to conduct additional programs, tutoring, and/or remediation.
		\$1,377,458.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$6,867,458.00

Allocation

\$6,867,458.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$50,000.00	Air filtration system for high school art rooms.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$100,000.00	Sanitizing wall units for miscellaneous buildings.
2600 - Operation and Maintenance	600 - Supplies	\$55,000.00	Tables for social distancing / modified eating and learning area at one middle school.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$300,000.00	Purchase of modular unit for one elementary school. Provides additional classroom/learning space.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$225,000.00	Fowler HS Building - Building automation system (BAS) for HVAC
4000 - FACILITIES			

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Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$300,000.00	McGowan HS Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$250,000.00	Swartz HS Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	Bellaire ES Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	Crestview ES Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	Hamilton ES Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	Mooreland ES Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	Mt. Holly Springs ES Building - Building automation system (BAS) for HVAC

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Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$175,000.00	North Dickinson ES Building - Building automation system (BAS) for HVAC
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,500,000.00	Mooreland ES Building- HVAC Project
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$560,000.00	McGowan HS Building - HVAC Chiller Replacement
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$200,000.00	Bellaire ES Building - HVAC Chiller Replacement
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$400,000.00	Bellaire ES Building - HVAC Replacement
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$500,000.00	Swartz HS Building - HVAC Replacement
		\$5,490,000.00	

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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	\$7,458.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,458.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$829,000.00	\$176,840.00	\$276,560.00	\$0.00	\$0.00	\$1,600.00	\$0.00	\$1,284,000.00
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	\$86,000.00	\$0.00	\$0.00	\$86,000.00
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 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
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	\$150,000.00	\$0.00	\$0.00	\$55,000.00	\$0.00	\$205,000.00
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	\$5,285,000.00	\$5,285,000.00
	\$829,000.00	\$176,840.00	\$434,018.00	\$0.00	\$86,000.00	\$56,600.00	\$5,285,000.00	\$6,867,458.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$6,867,458.00