

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	To understand the academic impact of lost instructional time as a result of the COVID-19 pandemic, the Interboro School District has used/will continue to use the following methods: - 2021 PSSA scores (The District will compare scores to prior cohort performance, longitudinal comparison across grade levels, and state and county trends) - Data will be analyzed through eMetric and District data warehousing software- Comparative NWEA MAP Growth scores - Data will be analyzed in the NWEA Map Growth site as well as District data warehousing software- Number of students referred for special education testing - Data will be monitored through PTE reports in Pupil Services and PowerSchool Special Programs - Number of students enrolled in summer school - Data reflected in longitudinal summer school enrollment reports- Number of secondary students needing credit recovery - Data reflected in longitudinal credit recovery enrollment reports- Rates of High School course failure - Data reflected in a marking period, semester, and final grade reports through District SIS - High School graduation rates - Data reflected in PIMS reporting - Number of ESY referrals
<b>Chronic Absenteeism</b>	To understand how COVID-19 pandemic impacted chronic absenteeism, the Interboro School District has used/will continue to use the following methods: - Log of home visits for students who are not attending school conducted by Interboro SD Social Work/family and school visitor team - Number of School Attendance Improvement Plan (SAIP) meetings (documented by building through applicable Social Worker forms and logs) - Number of truancy citations issued by Interboro SD- PIMS End of Year Child Accounting Reports (days present, days membership, days unexcused)
<b>Student Engagement</b>	To understand the impact that the COVID-19 pandemic has had on student engagement, the Interboro School District has used/will continue to use the following methods: - Multiple surveys to District stakeholders (parent, teacher, student) beginning in spring 2020- Drop out rate- Number of requests for non-traditional educational programming (SY 20-21 - District's iSync and iCyber programs; SY 21-22 - District's Virtual Learning Academy) - Number of student referrals for academic support programs - Data tracked through Child Study Team logs - Rates of High School course failure - Data reflected in a marking period, semester, and final grade reports through District SIS
	To understand the impact that the COVID-19 pandemic has had on social and emotional Well being, the Interboro School District has used/will

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	continue to use the following methods: - Secondary Student Sense of Belonging Data - data collected through the Psychological Sense of School Membership Scale and analyzed by Penn's Catalyst team- Student Assistance Plan (SAP) Team referrals and logs (logs maintained by Social Workers and Pupil Services Department)- Threat Assessment Data (Forms completed by Social Workers and maintained by Pupil Services Department) - Data from Pennsylvania Youth Survey (PAYs) - Multiple surveys to District stakeholders (parent, teacher, student) beginning in spring 2020
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	<p>Student Group: Students who were unable to attend brick and mortar school due to COVID-19 pandemic</p> <p>The Interboro School District has used/will continue to use the following methods to identify and measure impacts: - Enrollment numbers in Interboro's iSync and iCyber programs during the 20-21 school year- Enrollment numbers in Interboro's Virtual Academy during the 21-22 school year- Longitudinal enrollment numbers in outside cyber programs- Student and Family stakeholder surveys beginning in March 2020- Documented requests for Virtual Programming (via ISD Docusign)- Student grades in virtual learning courses/program- Student attendance in virtual learning courses/program- NWEA Map Growth Comparative Reports- Performance on state assessments (PSSA and/or Keystone Examinations)</p>
	<p>The Interboro School District has used/will continue to use the following methods to identify and measure impacts for students from low income families: - District stakeholder surveys</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	beginning March 2020 (including an initial survey to determine the feasibility of virtual instruction for synchronous and asynchronous learning)- Rate of High School course failure- Daily attendance - PIMS End of Year Child Accounting Reports (days present, days membership, days unexcused)
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Student Group: Title I students (grades K-4) or Former Title I students (in grades 5-7)- IXL real-time diagnostic data in Reading - NWEA MAP Growth (comparative reports) - Longitudinal PSSA Data - Phonological Awareness Screening Test (primary grades)
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	- IXL real-time diagnostic data in Reading - NWEA MAP Growth (comparative reports) - Longitudinal PSSA Data - Phonological Awareness Screening Test (primary grades)- Number of ESY referrals - Number of students referred for special education testing - Data will be monitored through PTE reports in Pupil Services and PowerSchool Special Programs

**Reflecting on Local Strategies**

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
<b>Strategy #1</b>	Reading support (addition of one reading specialist per community school) to provide targeted support for struggling learners in intermediate grades. The impact of this strategy will be less students referred for special education; Continued support for former Title I students (Title I program supports grades K-4); Improved growth on iXL Diagnostic, NWEA MAP, and PVAAS.

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.

Former Title I students (Title I services end in 4th grade); Students unable to attend brick and mortar school due to COVID-19

**Reflecting on Local Strategies: Strategy #2**

	Strategy Description
	Restructuring of the High School Guidance Department and transition to Future Ready K-12 Guidance Plan. This strategy has maximized counselor

	Strategy Description
<b>Strategy #2</b>	support for 9th - 12th grade students by reducing caseloads and ensuring counselor availability for increased SEL and academic needs. All 8th grade students will have a Future Ready portfolio and the counseling program now has an Aligned K-12 guidance curriculum.

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.**

Students unable to attend brick and mortar school due to COVID-19

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

	Strategy Description
<b>Strategy #3</b>	Transition to a blended learning environment and creation of an internal Virtual Academy. Interboro's Virtual Academy and blended environment ensures that students can access instruction remotely with Interboro teachers. All PK-12th grade students have a developmentally appropriate device and can remain connected to building staff and peers. Additionally, ISD staff are trained on research-based practices for hybrid and virtual learning.

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:

Students unable to attend brick and mortar school due to COVID-19



## **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.)

Throughout the pandemic, the Interboro School District determined its most important educational needs in the following ways: Sustained work with Grade Level Liaisons and Subject Area Coordinators; Research and coordination with county COVID-19 task force, Chester County Health Department, and Delaware County Intermediate Unit; Administration of needs assessment/perceptual surveys to critical stakeholders (staff; parents; students) and analysis of data; Facilitation of variety of re-opening workgroups (Community Outreach; Cyber/Virtual; Elementary, Middle, and High School Teaching and Learning; Food Services; Special Education and Related Services; Student Safety and Wellness; Staff Safety and Wellness); and continued formative and summative assessments of students and analysis of data and curriculum. In planning for the use of ARP ESSER funds, the Interboro School District administered a community needs assessment to stakeholders who represent the specific interests of students to inform the District during the planning process. Stakeholders included parents/guardians, teachers, non-instructional professional staff members, support staff, building and District administrators, students, and community members. Stakeholders provided anonymous input on the District's use of ARP-ESSER funding in response to the COVID-19 pandemic on areas including overall District priorities, prevention and mitigation strategies, strategies for addressing unfinished learning/ learning gaps, and student social-emotional needs. Additional focus group meetings with teachers and secondary students as well as administrative-led walkthroughs were utilized to prepare for a full return to learn during the 21-22 school year. Groups met by statutory area to discuss needs for classroom organization, distancing, and mediation that would provide for a healthy and academically successful return to learn.

#### **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)**

To develop the LEA Plan for the use of the ARP ESSER Funds, ISD collected perceptual data from stakeholders, and District learning data to identify and prioritize needs. 1. Virtual Learning: In 2019, ISD had limited technological infrastructure and resources for hybrid and distance learning. Individual devices were needed for prevention and mitigation practices. Community needs assessments also indicated that most families needed student devices for virtual teaching and learning. ARP ESSER funding will lead to equitable, accessible programming for all students through one-to-one device purchases, expansion of technology infrastructure, and the addition of staff-recommended, research-based software for blended and remote instruction. ISD's K-12 Virtual Academy was developed to keep virtual students connected to the Interboro community and respond to caregivers' requests for alternatives to in-person instruction. ARP ESSER funding will support Virtual Academy staffing, software, technology, student supplies, and tutoring. The program offers asynchronous and synchronous learning pathways to ensure virtual students receive related services. 2. Academic Support: Community feedback and instructional data demonstrate a need for extended learning opportunities during the school day for students impacted by the COVID-19 pandemic. With ARP ESSER funds, the District will incorporate Reading Specialists at the intermediate grade levels for school day intervention and tutorials. Academic data and teacher feedback indicated heightened phonemic needs for elementary-aged students. Orton Gillingham PD will be scheduled for primary grades teachers to implement multi-sensory, research-based practices. 3. Social Emotional Support: Stakeholders identified SEL education as a key component to accelerate student learning. Trends in student attendance, CST/SAP referrals, and the PSSM survey confirmed this need. Workshops for school counselors will include: restructuring the HS guidance department to reduce caseloads, how to increase individual/small group counseling opportunities, align future-ready, longitudinal curriculum. 4. Maintaining Healthy Facilities: Maintaining healthy facilities has been a major priority in the pandemic. ISD took recommendations from Chester County Health Department, the CDC, professional staff, and secondary students to plan for in-person learning for 22-23 year. ARP ESSER funding will equip all classrooms with developmentally appropriate furniture for safe, healthy classrooms. ARP ESSER funds will be used for PPE and supplies to maintain healthy facilities. Stakeholders will inform the iterative plan to adapt to changing student and community needs. Community surveys and focus group meetings will provide feedback on effectiveness. Central/building administration will use data analysis to monitor the interventions to ensure quality, continuity, and effectiveness.

## **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 ARP-ESSER Grant Writing Team, routinely met to review the data and feedback collected from multiple stakeholders. This information was analyzed to determine the best uses of funds to address needs and create a strategic plan. The Interboro School District will present

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

information collected from the community needs assessment and District data to the Board of School Directors at a regularly scheduled and publicly announced Governing Board of Operations meeting. The grant writing team will also present the LEA Plan for the Use of ARP ESSER funds to the public during this meeting and seek approval at a regularly scheduled meeting of the Board of School Directors. The presentation will be recorded and links will be posted to the District website. Additionally, the written Plan for the Use of ARP-ESSER Funds will be available in an easily accessible language for public review through the District communication platform, which allows families to translate to a variety of languages as needed. District community and staff members will be able to utilize a Google survey link to provide feedback or ask questions to which the grant writing team will respond.

## **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.

- Intensive Tutoring: Due to familial concerns about their children returning to a brick and mortar setting during the pandemic, ISD created a Virtual Academy open to all K-12 students. Participants receive synchronous/asynchronous instruction in a remote setting. Based on student academic performance and family input, ISD created a support system for participating students. Participating special education students are offered additional intensive tutoring by a special education teacher. The tutor ensures that virtual programming is adapted to meet individual needs, helps the student to chunk assignments/manage time, and remediates identified skill gaps. Progress monitoring on the student's IEP goals and course performance evidence program effectiveness. The BUCS (Because U Can Succeed) program was created to provide intensive tutoring for all Academy students. Program effectiveness is measured by course performance, attendance, and achievement on District and state assessments. - ESY: During the 20-21 school year, teachers progress monitored all special education students to determine if their goals were maintained and/or recouped throughout the year. As data was analyzed, it was determined that students who qualified for additional support would receive the additional time and interventions during ESY. During ESY, participating students work towards progressing on their goals in the areas of Math and ELA. Social-emotional counseling and related services are provided. Students are monitored at the beginning and end of the program to determine if they have maintained their skills throughout the summer. - Accelerating Learning: During the pandemic, many of our High School students, especially those from low-income families, struggled to complete coursework due to a variety of economic and social-emotional factors. IHS had a significant increase in rates of course failure at all grade levels. To accelerate learning and provide opportunities for students to graduate with their cohort, ISD partnered with Edgenuity to provide credit recovery courses. The self-paced learning and pretesting allows students to spend more time on what they need and less time on what they've mastered. Program effectiveness is measured by the number of students on track for graduation, dropout rates, and cohort graduation rates. - High Dosage Tutoring: By analyzing multiple data measures and an increase in referrals for special education services, ISD has identified that intermediate grade/middle school students are in need of reading support. These are former Title I students whose services stopped in fourth grade or were not continued due to the pandemic. ISD will add reading specialists to provide explicit reading instruction designed to target specific needs of students. We anticipate a reduction of special education referrals and an increase in literacy growth for struggling readers as measured by District Diagnostic and state assessment data.

#### **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.

A. Continuity of Services: At Interboro HS, multiple data points including increases in absenteeism, failures, and referrals for SAP as well as needs assessments indicated that students need more access to mental health professionals. ISD will use funding to provide PD for the secondary counseling team to restructure. Restructuring will enable the team to provide responsive and proactive counseling and classroom lessons so that all HS students have equitable access to mental health supports and receive future-ready guidance curriculum. Staff surveys and focus group meetings also revealed teachers' social-emotional concerns. ISD will contract with Happy Teacher Revolution to facilitate more in-depth conversations into how we can best support adult mental health. B. Access to Instruction: At the start of the pandemic, ISD was not a 1:1 District. We had limited shared classroom carts of devices in scattered classrooms. Results from initial community needs assessments revealed that children also did not have personal devices available in the home for continued learning. ISD did not have a full-featured LMS and lacked the software needed to promote virtual educator instruction and student engagement. ISD will braid ARP ESSER funding with funding from other federal, state, and local grants to equip our students and staff with the devices and software necessary for future-ready learning during the pandemic and beyond. Such technology includes developmentally appropriate devices, management software to distribute and control approved content, software to connect families and staff to technology support, Promethean Panels that enable teachers to deliver lessons simultaneously for in-person and remote students, and research-based software that facilitates students' 1:1 learning and collaboration. ARP ESSER funding will be used to enhance District mass communication and create a more inclusive web presence. Funding will be used to build an internal Virtual Academy for the 21-22 school year and beyond. Funding will support the salary/benefits for a dedicated Virtual Academy elementary teacher, the distribution of supply kits to promote experiential learning, content licensing through an approved provider, and advisory for enrolled students. C. Mitigation Strategies ARP ESSER funds will be used to ensure all buildings follow Chester County Health Department and CDC guidance regarding physical distancing and healthy school environments. ISD will purchase developmentally appropriate furniture for all classrooms to meet recommended guidelines. Facility cleaning supplies and PPE will be purchased to maintain the mitigation strategies referenced in the district health and safety plan. To promote the health and safety of staff and students, ISD will purchase water bottle filling stations to replace traditional water fountains.

## **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)**

The Interboro High School is an ATSI school. The team consulted the Evidence Resource Center in developing the plan for the use of ARP ESSER funds. Please find the below description of the research base behind ARP ESSER funded programming. - Tutoring (BUCS Program) Multi-faced: Tutoring, Adult Mentors, Credit Recovery - Tier 4 The combined interventions of tutoring, adult mentors, and credit recovery delivered in a ninth grade academy setting were observed to be effective in decreasing dropout rate (Davis, 2014).- Restructure HS Guidance Department- College and Career Readiness- Tier 4- Comprehensive School Counseling ProgramThe ASCA National Model suggests the development of school counseling programs that: are based on data-informed decision making; are delivered to all students systematically; include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success; close achievement and opportunity gaps; and result in improved student achievement, attendance, and discipline.- One to One Program Tier 3: Blended learning: computer assisted instruction Blended learning uses “computer-assisted instruction (CAI) [and] has been found to be a valuable supplementary aid to support reading acquisition, particularly for struggling students. . . . CAI allows students to work at their own pace so that they can receive sufficient, independent practice that may not be possible within a traditional classroom setting (Johnson, Perry, & Shamir, 2010)” (Schechter et al., 2015, p. 184). - Credit RecoveryMulti-faced: Tutoring, Adult Mentors, Credit Recovery - Tier 4: The combined interventions of tutoring, adult mentors, and credit recovery delivered in a ninth grade academy setting were observed to be effective in decreasing dropout rate (Davis, 2014).

**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.**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	3,971,988	20%	794,398

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**11. Capacity for Data Collection and Reporting**

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Interboro School District will examine trends in the following student learning data: - Comparative PSSA scores- Comparative NWEA MAP Growth scores- iXL growth data - OG Assessment Data will be monitored through the District’s data warehousing system, Performance Matters. Additionally, ISD will examine disaggregated reports on the following: - Number of students referred for special education testing- Summer School Enrollment and Credit Recovery- On track for graduation numbers Data will be analyzed at the District level and through building level/grade-level inquiry teams. Student learning data will be disaggregated according to student demographics (race, gender, ethnicity, economic status, special education status, EL) and program participation (Title I, PreK Counts, Virtual Academy). Student learning will be compared to student grades and attendance to look for trends. Data trends will be compared within the cohort and longitudinally within and between cohorts.
<b>Opportunity to learn measures (see help text)</b>	Interboro School District will utilize the following to better understand opportunity to learn measures: - Interboro School District Pennsylvania Technology Inventory/Freshservice inventory reports which indicate devices assigned per individual student- Software usage/logistic reports through Classlink and Clever, which can be disaggregated by student demographics - Professional Development calendars and workshop/course attendance to ensure that all students are taught by highly qualified teachers who have applicable research-based training- Community needs assessments disaggregated by demographic variables (self-reported) and distributed to all key stakeholders (teachers, community members, students, support staff, parents) - Parent attendance at family engagement sessions disaggregated by student demographic variables compared to SIS - Student attendance (including quarantined students) disaggregated by student demographic variables in SIS - Enrollment numbers in Interboro’s Virtual Academy disaggregated by student demographic variables in SIS
<b>Jobs created and</b>	The Interboro School District will utilize the following to inform the jobs created and retained through ARP ESSER funding. 5 FTEs were created



**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>retained (by number of FTEs and position type) (see help text)</b>	through the ARP ESSER III grant- 1 Elementary Virtual Academy Teacher; 4 Intermediate Reading Specialists - Payroll- Comparability Reporting/Maintenance of Effort - Educator Effectiveness Annual Report- Professional Staff Seniority List
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The Interboro School District will monitor participation in programs funded by ARP ESSER by examining the following: - Reading Specialist eligibility lists and intervention schedules disaggregated by student demographics and program participation history in SIS - iXL Growth Data disaggregated by student demographics and program participation history in Performance Matters- Tutoring time sheets detailing student participation for each session- Enrollment numbers in Interboro's Virtual Academy disaggregated by student demographics in SIS

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$3,971,988.00

**Allocation**

\$3,971,988.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,522.00	Salary for teacher participation in summer Orton Gillingham professional development. 7 Teachers @203 total hrs. extra rate of pay
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,986.00	Benefits for teacher participation in summer Orton Gillingham professional development. 7 Teachers @203 total hrs. extra rate of pay
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,986.00	Salary for teacher participation in summer Orton Gillingham professional development. 3 teachers @77 total hrs.extra rate of pay.
			Benefits for teacher

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,403.00	participation in summer Orton Gillingham professional development. 3 teachers @77 total hrs.extra rate of pay.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$36,565.00	LEARNING LOSS - Salary for 17 teachers for Extended School Year program July/August 2021 (4 days/week, 4 hours/day, for 4 weeks)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,785.00	LEARNING LOSS - Benefits for 17 teachers Extended School Year program July/August 2021 (4 days/week, 4 hours/day, for 4 weeks)July/August 2021
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$18,700.00	LEARNING LOSS - Salary for 25 Paraprofessionals for Extended School Year program July/August 2021 (4 days/week, 4 hours/day, for 4 weeks)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,687.00	LEARNING LOSS - Benefits for 25 Paraprofessionals for Extended School Year program July/August 2021 (4 days/week, 4 hours/day, for 4 weeks)



**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,520.00	LEARNING LOSS - Digital licenses (Edgenuity) for secondary student credit recovery 100 @ \$100.00, 28 @ \$90.00
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$86,596.00	Salary for elementary Virtual Academy teacher 1 FTE
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$47,628.00	Benefits for elementary Virtual Academy teacher 1 FTE
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$171,492.00	Adoption of K-5 social studies curriculum - 6 yr license/print bundle for 33 teachers and 1550 students/year. Beginning SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,500.00	Virtual academy supplies (student take home kits to promote interactive, experiential learning and ensure necessary supplies for lesson completion for 40 students) for 21-22 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$52,800.00	District approved software (Edgenuity) for elementary Virtual Academy for 40 students for 21-22 school year.
			District approved provider (contracted

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$290,906.00	service - Brandywine Virtual Academy through Chester County Intermediate Unit) for secondary Virtual Academy for 82 students for 21-22 school year. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,706.00	One year license for Learning management software for use in 5 art classrooms. (\$341.20/classroom) SY 21-22
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$72,874.00	District approved provider (contracted service - Brandywine Virtual Academy through Chester County Intermediate Unit) for secondary Virtual Academy for 26 special education students. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$135.00	One year license for Interactive whiteboard software to engage virtual students. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$413,798.00	District approved new ELA core elementary reading program 6 yr print/bundle license for for 45 teachers and 1550 students/yr beginning SY 22-23
			Digital software and hands on

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$125,000.00	manipulatives for NGSS aligned Middle School science program for 11 teachers and 750 students beginning SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,450.00	Developmentally appropriate videos (Flocabulary) to supplement core curriculum in the intermediate grades 2 yr license. SY 21-22, 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$110,000.00	Interactive slide based lessons (nearpod) that gather data on student understanding. 3 yr license 3400 students beginning SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,000.00	Interactive digital presentation software (Edpuzzle) with embedded formative assessment. 3 yr pro district license beginning SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$90,000.00	Diagnostic and analytical learning software (iXL) 3 yr license for 2500 students beginning SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,000.00	Elementary science software (3 yr license for 5 sites) @\$2,800/site beginning SY 23-24

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$27,000.00	District approved elementary digital research (PebbleGo) resource. 3 yr license 5 sites beginning 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$222,908.00	LEARNING LOSS - Salary for Reading specialists 4 FTE, SY 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$187,836.00	LEARNING LOSS - Benefits for Reading specialists 4 FTE, SY 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$222,908.00	LEARNING LOSS - Salary for Reading specialists 4 FTE, SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$187,836.00	LEARNING LOSS - Benefits for Reading specialists 4 FTE, SY 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,048.00	Instructional PPE - Choral and Band Masks (70 masks @ 14.97)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,643.00	LEARNING LOSS - Salary for special education virtual tutoring 5 special education teachers @ 5 hours per week for 8 months at their extra rate of pay. SY 21-22
			LEARNING LOSS -

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,357.00	Benefits for special education virtual tutoring 5 special education teachers @ 5 hours per week for 8 months at their extra rate of pay. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,643.00	LEARNING LOSS - Salary for Virtual tutoring help center for high school students 5 teachers @ 5 hours per week for 8 months at their extra rate of pay. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,357.00	LEARNING LOSS - Benefits for Virtual tutoring help center for high school students 5 teachers @ 5 hours per week for 8 months at their extra rate of pay. SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$4,900.00	Extra Rate of Pay for Middle School Virtual Academy Advisor (4 hrs per week for 8 months) SY 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,140.00	Benefits for Middle School Virtual Academy Advisor (4 hrs per week for 8 months) SY 21-22
		<b>\$2,573,615.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$3,971,988.00

**Allocation**

\$3,971,988.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	600 - Supplies	\$24,588.00	100 chromebooks @ \$245.88 each
2200 - Staff Support Services	600 - Supplies	\$3,250.00	100 chromebook licenses @ \$32.50 each
2200 - Staff Support Services	600 - Supplies	\$61,470.00	250 chromebooks @ \$245.88 each
2200 - Staff Support Services	600 - Supplies	\$8,125.00	250 chromebook licenses @ \$32.50 each
2200 - Staff Support Services	600 - Supplies	\$20,054.00	7 promethean panels @ \$2864.84 each
2200 - Staff Support Services	600 - Supplies	\$1,654.00	Additional technology support software licenses 2 @ \$827 each
2200 - Staff Support Services	600 - Supplies	\$26,000.00	Student chromebook replacement parts.

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$3,342.00	200 replacement chromebook chargers @\$16.71.
2200 - Staff Support Services	600 - Supplies	\$931.00	50 replacement chromebook chargers @ \$18.61
2800 - Central Support Services	600 - Supplies	\$2,450.00	500 adobe creative cloud licenses @\$4.90. SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$19,500.00	Independent contract with school counseling specialist. 2 @ \$9,750 SY 21-22
2600 - Operation and Maintenance	600 - Supplies	\$952.00	Desk shield clips (2000 desk clips @ \$0.476 per clip)
2200 - Staff Support Services	600 - Supplies	\$28,550.00	District website and mass communication software (Blackboard) to provide digital updates and important communication to staff and students. SY 21-22
2600 - Operation and Maintenance	600 - Supplies	\$22,079.00	Masks 80 (50 count) boxes of masks at 7.50/box (\$600), KN95 Masks 40 (50 count) boxes @39.99/box (\$1600), additional HVAC filters to accomodate Federal OSHA fresh air supply requirements increased by 70% (\$4,969.56 x 4 times per year)

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$5,740.00	Bottle filling stations 2@ \$2870.
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	Three year license for cloud-based document editor (Kami) for teachers to digitize physical worksheets for student use. (4,000 licenses @\$2.50 per year) Beginning SY 22-23
2200 - Staff Support Services	600 - Supplies	\$30,000.00	Two year license for one Districtwide online technical support software (Freshservice) to provide online help for onsite/remote staff, students and families. SY 21-22, 22-23
2400 - Health Support Services	600 - Supplies	\$7,368.00	Spot vision screener 1 machine.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Social-emotional professional development for professional staff members. (Happy Teacher Revolution) Two workshops @ \$2500.
			Flexible Seating for KA School - \$26,421 (345 @\$35.91, 1@\$186.36, 47 @\$28.75, 9@\$38.89, 16@\$44.26, 10@\$49.03, 5@\$60.29, 10@\$62.49,



**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$44,087.00	35@\$65.28, 42@\$105.28, 8@\$134.25, 9@\$184.09, 3@\$194) Storage Units - \$9,109 (27@\$8.79, 9@\$104.49, 9@\$112.34, 20@\$143.4, 11@\$165.51, 6@\$371.79) Reading/Writing Centers with Tubs 3342 (12@\$278.50)
2600 - Operation and Maintenance	600 - Supplies	\$182,403.00	Flexible seating for Glenolden School - \$66,023 (12@\$105.83, 44@\$31.11, 35@\$47.07, 17@\$69.55, 8@\$69.72, 49@\$72.89, 13@\$114.39, 30@71.29, 32@\$49.21, 32@\$55.26, 3@\$186.36, 2@\$182.68, 260@\$55.26, 188@\$49.21, 317@\$44.86, 107@\$99.93), Flexible seating accessories \$1828 (30@60.93), Storage Units \$1,784 (60 @\$10.55, 3@\$383.68), Reading/Writing Center w/Tubs \$3,950 (14@\$282.11), Art/Science Tables \$19,277 (8@\$787.46, 16@\$818.07), Desks \$89,000

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
			(230@\$103.45, 505@\$112.14, 310@\$10.63, 2@\$605.26, 2@\$678.95, 1@\$451.89, 2@\$697.24, 1@\$865.88)
2600 - Operation and Maintenance	600 - Supplies	\$171,967.00	Flexible seating for Norwood School- \$56,714 (15@\$105.83, 37@\$31.11, 42@\$47.07, 6@\$69.55, 22@\$69.72, 31@\$72.89, 2@\$114.39, 30@71.29, 32@\$49.21, 32@\$55.26, 3@\$186.36, 2@\$182.68, 230@\$55.26, 175@\$49.21, 275@\$44.86, 75@\$99.93), Flexible seating accessories \$1828 (30@60.93), Storage Units \$968 (19 @\$10.55, 2@\$383.68), Reading/Writing Center w/Tubs \$3,385 (12@\$282.11), Art/Science Tables \$19,277 (8@\$787.46, 16@\$818.07), Desks \$81,809 (230@\$103.45, 450@\$112.14, 293@\$10.63, 2@\$605.26, 2@\$678.95, 1@\$697.24,

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
			1@\$585.91)
2600 - Operation and Maintenance	600 - Supplies	\$174,708.00	Flexible seating for Prospect Park School- \$61,809 (27@\$105.83, 41@\$31.11, 48@\$47.07, 20@\$69.55, 12@\$69.72, 35@\$72.89, 11@\$114.39, 30@71.29, 64@\$49.21, 64@\$55.26, 4@\$186.36, 3@\$182.68, 182@\$55.26, 197@\$49.21, 250@\$44.86, 83@\$99.93), Flexible seating accessories \$1828 (30@60.93), Storage Units \$968 (19 @\$10.55, 2@\$383.68), Reading/Writing Center w/Tubs \$3,950 (14@\$282.11), Art/Science Tables \$25,576 (16@\$787.46, 16@\$818.07), Desks \$78,217 (182@\$103.45, 447@\$112.14, 287@\$10.63, 3@\$605.26, 3@\$678.95, 1@\$697.24, 3@\$585.91)
			Flexible seating for Tincum School- \$41,145

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$127,828.00	(19@\$105.83, 38@\$31.11, 25@\$47.07, 15@\$69.55, 19@\$69.72, 36@\$72.89, 4@\$114.39, 60@69.93, 32@\$49.21, 32@\$55.26, 3@\$186.36, 2@\$182.68, 147@\$55.26, 212@\$49.21, 96@\$44.86, 48@\$99.93), Flexible seating accessories \$3,602 (60@60.93), Storage Units \$1,672 (13 @\$10.55, 4@\$383.68), Reading/Writing Center w/Tubs \$2,539 (9@\$282.11), Art/Science Tables \$19,277 (8@\$787.46, 16@\$818.07), Desks \$54,391 (147@\$103.45, 308@\$112.14, 30@\$10.63, 2@\$605.26, 2@\$678.95, 3@\$585.91)
2600 - Operation and Maintenance	600 - Supplies	\$264,639.00	Flexible seating for Interboro High School - \$89,649 -(50@\$55.26, 50@\$70.17, 6@\$182.68, 576@59.96), Flexible Seating Accessories \$3,010 (50@\$60.19), Desks (1440@\$103.45, 1440@\$10.63,

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
			6@\$605.26, 6@\$678.95, 6@\$182.68,
2600 - Operation and Maintenance	600 - Supplies	\$20,946.00	Storage units for KA School - 52@\$28.49, 20@759.05, 120@189.05, 1@502.55
2600 - Operation and Maintenance	600 - Supplies	\$33,103.00	Storage units for Glenolden School - 20@\$28.49, 30@759.05, 41@189.05, 4@502.55
2600 - Operation and Maintenance	600 - Supplies	\$26,181.00	Storage units for Norwood School - 12@\$28.49, 24@759.05, 35@189.05, 2@502.55
2600 - Operation and Maintenance	600 - Supplies	\$35,662.00	Storage units for Prospect Park School - 15@\$28.49, 30@759.05, 42@189.05, 9@502.55
2600 - Operation and Maintenance	600 - Supplies	\$15,796.00	Storage units for Prospect Park School - 18@\$28.49, 14@759.05, 14@189.05, 4@502.55
		<b>\$1,398,373.00</b>	

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**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	\$576,477.00	\$441,783.00	\$290,906.00	\$0.00	\$0.00	\$1,057,449.00	\$0.00	\$2,366,615.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$88,894.00	\$45,232.00	\$72,874.00	\$0.00	\$0.00	\$0.00	\$0.00	\$207,000.00
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 Services	\$0.00	\$0.00	\$24,500.00	\$0.00	\$0.00	\$207,964.00	\$0.00	\$232,464.00

**Project #: 223-21-0197  
Agency: Interboro SD  
AUN: 125235103  
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
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,368.00	\$0.00	\$7,368.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,156,091.00	\$0.00	\$1,156,091.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,450.00	\$0.00	\$2,450.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$665,371.00</b>	<b>\$487,015.00</b>	<b>\$388,280.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,431,322.00</b>	<b>\$0.00</b>	<b>\$3,971,988.00</b>

**Project #: 223-21-0197**  
**Agency: Interboro SD**  
**AUN: 125235103**  
**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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,971,988.00