

Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

Since the COVID-19 closures March 16, 2020, Bethlehem Area School District (BASD) students engaged in a combination of full virtual learning and hybrid learning. As a result, BASD students missed approximately 149 days of in-classroom instruction, roughly 50% of the school year. One of our most important educational needs is to continue advancing the work in our Reading by Grade 3 initiative. We must mitigate the educational loss for students and professional development harm for our educators. Despite extensive efforts to provide continuity of learning through the COVID-19 pandemic, there will be a significant loss of momentum in our students' literacy learning. Accordingly, the BASD will follow a phased plan and timeline to reestablish achievement of RBG3 goals. We have developed a tiered "Plan to Recover Reading by Grade 3 Learning Loss". Using 3-year average data with approximately 89 days of in classroom instruction lost in 2020-2021, we estimate 50-65% of students will need intervention. The BASD will adapt its summer program to meet the needs of students and teachers. Dr. Draper, Supervisor of Early Learning, is redesigning summer learning to be a mid-August "ramp up" for K-5 students identified across the entire district (not just Title I schools) as most vulnerable to learning loss. The potential exists to serve approximately 30-40% of the elementary student population. Mrs. Harper, Supervisor of Literacy, is redesigning RBG3 goals, timelines, and supports with a focus on higher levels of intervention for returning students. Corresponding changes will be made to instructional expectations, professional learning, technology integration, etc. to support greater stability and academic recovery in the classroom. Step by Step Learning personnel will be supporting students, teachers, and principals aligned to the new priorities. Dr. Draper and Mrs. Harper will provide greater plan details and timelines to elementary administrators during administrative meetings.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

Our proposed timeline for using ESSER II funds to provide services and assistance to students and staff are as follows: Cleaning/Sanitation supplies will be purchased and distributed across

years 20-21, 21-22 and 22-23 to prepare, prevent and respond to COVID-19 virus transmission. PPE for the purposes of cleaning/sanitizing the schools and for social distancing will be purchased and used across years 20-21, 21-22 and 22-23. Efforts towards contact tracing and social distancing to prevent and address virus transmission will occur across years 20-21, 21-22 and 22-23. Community meals will be provided during virtual and hybrid learning across the 20-21, 21-22 and 22-23 with the plan of phasing costs out as meal costs are reinstated. HVAC repairs for one school will occur during the Summer of 2021 and repairs for the 2nd school will occur during the summer of 2022. The technology data resiliency project to increase connectivity and provide robust internet services will occur during the summer of 2021 and the 21-22 school year. Bus driver recruitment and training will occur across years 20-21, 21-22 and 22-23.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

Much of ESSER II allows us to purchase Chromebooks for staff and students in grades 4 and 8. This will assist with ensuring that if/when we need to utilize online and/or at-home learning options, our students will be prepared with the instructional tools needed. During COVID-19, remote learning is critical when responding to pandemic closures to ensure the continuity of academic learning and district operations. Increased reliance on online curriculum for remote student/teacher access both during and after school requires seamless data communications with access to learning systems, therefore the BASD plans to implement a more resilient and robust infrastructure between our two data centers and the internet. The BASD will also use ESSER funding towards the following efforts: Social distancing and contact tracing, community meals, cleaning/sanitation, bus transportation, technology networking systems and HVAC repairs. The district's technology department will conduct parent and family training to gain skills that will assist their students with at-home learning. Social Distancing: The BASD will explore various mechanisms and resources to expand the social distance between students and staff allowing enrichment opportunities and special events for students and families. Contact Tracing: The BASD will utilize health and counseling staff to coordinate contact tracing efforts to prevent and/or minimize the spread of COVID-19 within schools and offices. This effort supports the continuity of instruction and access the SEL initiatives and programs. Community Meals: All BASD students will have access to breakfast and lunch when scheduled to a virtual or hybrid instructional program. The BASD will designate various community meal sites within the district to ensure families can access needed meals. Cleaning/Sanitation: ESSER II funds will be used to continue efforts to ensure the cleanliness of our classrooms, school buildings and offices to mitigate the spread of COVID-19. Bus Transportation: COVID-19 not only impacts student learning but the access to student learning. ESSER II funds will enhance the recruitment and training of bus drivers to address the shortage of drivers. HVAC: ESSER II funds will also be used to improve the air quality and ventilation in two schools which have aging and inadequate HVAC systems. The improved airflow will mitigate the spread of COVID-19 and promote a healthy learning environment that minimized classroom noise levels to improve focus and attention on teaching and learning. All projects have been publicly bid using UG Procurement mandates.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

The closure of BASD schools from March 16, 2020 to the end of the 2019-2020, and utilizing a hybrid model during the 2020-2021 school year has slowed the progress toward the district's goal

for all students reading at grade level by the end of Grade 3. Despite the extensive efforts of teachers and principals to provide a continuity of learning through the COVID-19 pandemic, there will be a significant loss of momentum in our students' literacy learning. Accordingly, the BASD will use Acadience and Lexia PowerUp! Reading Intervention benchmark data and follow a phased plan and timeline to recover student learning loss putting our students back on course to achieving RBG3 goals. The BASD will adapt its approaches to summer learning and preparing for the 2021-2022 school year to meet the needs of students, teachers, and schools. Dr. Draper is redesigning summer learning to be a mid-August "ramp up" for K-5 students identified across the entire district (not just Title I schools) as most vulnerable to learning loss. The potential exists to serve approximately 30-40% of the elementary student population. Mrs. Harper is redesigning RBG3 goals, timelines, and supports with a focus on higher levels of intervention for students returning to school. Corresponding changes will be made to instructional expectations, professional learning, technology integration, etc. to support greater stability and academic recovery in the classroom. Step by Step Learning personnel will be supporting students, teachers, and principals aligned to the new priorities. Dr. Draper and Mrs. Harper will provide greater detail of plans and timelines to review with elementary administrators during administrative meetings. BASD secondary schools will use Study Sync screening data to provide interventions during and after-school and to invite students to participate in the mid-August "ramp-up" and/or credit recovery program.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

The Bethlehem Area School District proposes the following procedures for evaluating local COVID-19 impacts and supports for vulnerable student populations & families: Case managers for students with disabilities will remain in the communication loop; Special Education teachers are available for consultation regarding the accessibility of students' assignments; Adjust the amount of content and product required of students with disabilities; Adjust the amount of items for which students are responsible and communicate the altered expectations prior to the assignments; In consultation with special education staff, use modified rubrics; Provide parents with guidance to support their children; Utilize strategies such as reading information to students, prompting with leading questions, and encouraging movement breaks; Persistent communication with families; Offer support including significantly reducing academic expectation with gradual increase; Create timelines/chunking guidelines and limits for when assigning work to reduce independent academic struggle; Include what a student should do if the work is inaccessible (i.e., email teacher/case manager); Classroom teachers invite ESOL teachers as co-teachers to their Google Classrooms if appropriate to provide support in content classes; ESOL teachers provide support for ESOL students; ESOL teachers assign a support person, which may be themselves and/or a Language Guide/Instructional Assistant; ESOL teachers contact the Language Guide/Instructional Assistant to notify them of a need; Language Guides use Google apps or Zoom to connect with the students; Language Guides added to Google Classrooms to provide ongoing support for students in the classroom. Provide primary language support as appropriate. Middle school

principals add ESOL teachers to the appropriate content classrooms in Schoology to be able to provide support for content being taught; Classroom teachers will modify assignments for English Learners as usual; Classroom teacher will notify the ESOL teacher of students in need of support; Provide documents if possible/needed; If an ESOL student needs support in a content area due to language concerns, the classroom teacher will notify the ESOL case manager; High School students will have access to Wellness Centers located within high school buildings; Meals will be available for students in need; BASD will provide remote access for instruction and homework help; Social emotional learning supports and resources will be available for all students and staff; Behavior coaches will observe classes and provide timely and meaningful feedback and professional development to enhance the delivery SEL strategies; Screening, formative and summative data will be used to identify student progress; Literacy coaches across all levels will review data and meet with teachers to provide resources and instructional support; Tutoring opportunities will be available during and after-school.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

Using 3-year average data, with approximately 149 days of instruction lost due to the COVID-19 shutdown during 2019-2020 and virtual and blended instruction during the 2020-2021 school year, we estimate 50-65% of students will need intervention. The resources (personnel, space, and time) for intervention and the systems and structures during those times were overwhelming and made it difficult to accommodate all students. The impact of these conditions resulted in limited student progress. Presented with under-prepared students, teachers may slow the pace of the core curriculum and increase group size which results in limited feedback and practice for the students who need it most. Teachers district-wide have consistently participated in professional learning experiences that have challenged their preconceptions about how to teach reading for the last two years. The COVID-19 shutdown posed a threat to teacher knowledge. To protect the district's investment in teacher professional development and student learning ESSER II funding will be used to prevent, prepare and respond to COVID-19 by implementing the following strategies: contract tracing, providing PPE for staff and students, daily sanitization of classrooms and offices, upgrading technology networking systems which will enhance connectivity for remote/online learning, driver recruitment which ensures students' access to schools, thus improving attendance consistency and continuity of learning, and improved HVAC systems will provide sufficient clean air flow mitigating the spread of COVID. These efforts blended with supports funded by ARP Set Asides for summer, after-school, tutoring, reading and SEL training and learning, embedded academic coaches, evaluation of student learning, and expanding community schools through the use of PCCD, IDEA and ESSER III funds will aid the BASD in closing learning gaps and begin to mitigate learning loss.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Proposed plans for evaluative strategies concerning student learning gaps and opportunity to learn factors stemming from COVID-19 are as follows: 1. Continue to provide dedicated days of professional learning and leadership to strategic objectives: a. Professional Development for new elementary teachers on the Science of Teaching Reading b. expand professional development from K-2 to K-3 teachers on the Science of Teaching Reading c. Provide job embedded coaching & modeling at the elementary and middle school levels d. Conduct Fall, Winter & Spring data analysis & instructional planning sessions e. Prepare elementary & middle school principals for RGB3 2021-2022 f. Coach new principals on the Science of Teaching Reading, MTSS & Coaching g. Implement secondary literacy leader coaching & development; h. Strategy to retain learning objectives from professional learning topics 2. Provide guidance for hybrid learning/coaching a. Determine and plan curricular adjustments for K-3 b. Create learning/teaching strategy for middle schools c. Schedule middle school KTL & SBSL Services to be hybrid to preserve teaching time out of the classroom 4. Offer hybrid learning conference/professional development opportunities (to minimize time out of the classroom) a. Experts speak on exigent topics related to reading and math in a conference format in person & online. 5. Enable teachers and leaders to sustain their professional learning Proposed Solutions for Consideration throughout the school year. 6. Personnel to assist with intervention 7. Provide tutoring during the school day 8. Social Emotional Learning Instruction and Student Assistance Program a. Push-in SEL coaching K-12 b. Social Work Coordination c. Faculty Support d. Restorative Practices Training 9. Focus on Job-embedded activities to keep teachers in their classrooms and reduce the budget for substitute teachers 10. Use the online tools to support and increase a “blended” approach to professional learning 11. Use Vosaic Tools - Virtual Coaching a. Consultant model a lesson and share the lesson with teachers in Vosaic b. Record lessons for coaching and feedback 13. Provide ongoing guidance for online learning to support a limited elementary eClassroom offering at each grade level K-6 14. Assessment: a. Screening data b. Progress monitoring data c. formative and summative data d. local and standardized assessments

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.

- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)
****Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- (15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Bethlehem Area School District	(2) Coordination of preparedness and response...	Tiered COVID-19 Mitigation Plan and outreach to parents and families; Coordination with St. Lukes & Health Bureau; Mitigating the spread of COVID-19 through contact tracing
Bethlehem Area School District	(3) Providing principals and others school leaders with the resources...	Distributed chromebooks to staff and students for remote/online learning; distributed PPE to each school; Mitigating the spread of COVID-19 through contact tracing and social distancing; modified instructional Step by Step Literacy coaching plan
Bethlehem Area School District	(4) Activities to address the unique needs of low-income children...	Distributed chromebooks to students for remote/online learning; provided access to meals during virtual/hybrid learning; distributed and made PPE available; improve air quality and ventilation; frequent cleaning/sanitation of classrooms and materials
	(5) Developing and implementing procedures and systems...	Coordination with St. Lukes and Health Bureau to develop a Tiered COVID-19 Mitigation Plan; Coordinated contract tracing system for schools, office, child care programs
	(7) Purchasing supplies to sanitize and clean...	Purchased PPE and sanitizing supplies to clean schools/classrooms and offices; distributed sanitizing materials

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		for use on frequently used items/supplies/materials
	(8) Planning for and coordinating during long-term closures...	Purchased Chromebooks for staff and students; provided community meals during remote learning; improved technology network systems to enhance connectivity and provide robust access to the internet
	(9) Purchasing educational technology...	Purchased Chromebooks for staff and students; improved technology network systems to enhance connectivity and provide robust access to the internet
	(12) Addressing learning loss among students...	Distributed chromebooks to students for remote/online learning; provided access to meals during virtual/hybrid learning; distributed and made PPE available; improve air quality and ventilation; frequent cleaning/sanitation of classrooms and materials
	(13) School facility repairs and improvements....	HVAC repairs to two schools to improve the air quality and ventilation to reduce the risk of virus transmission
	(14) Projects to improve the indoor air quality in school facilities...	HVAC repairs to two schools to improve the air quality and ventilation to reduce the risk of virus transmission
	(15) Other activities that are necessary...	Recruitment efforts for bus drivers to provide consistent transportation for students to improve attendance an increase access to learning

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
 - Name
 - Description
 - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$15,889,038.00

Allocation

\$15,889,038.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,987,421.82	Chromebooks for remote learning, purchase of PPE for hybrid learning, materials/supplies to allow social distancing
		\$1,987,421.82	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$15,889,038.00

Allocation

\$15,889,038.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,318.59	Salary for guidance counselors to conduct contact tracing
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$554.98	Benefits for guidance counselors to conduct contract tracing
2200 - Staff Support Services	600 - Supplies	\$45,000.00	Zoom and Talking Points for communication with students and parents during remote/online learning
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$2,484.00	City Police support for HS outdoor graduation at BASD stadium to increase social distancing for staff, students and families
2400 - Health Support Services	100 - Salaries	\$55,025.94	Salary for nurses to conduct contract tracing

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$17,405.51	Benefits for nurses to conduct contract tracing
2600 - Operation and Maintenance	600 - Supplies	\$213,737.24	PPE and Cleaning/Sanitation supplies
2700 - Student Transportation	600 - Supplies	\$450.00	Cleaning/Sanitation supplies for bus transportation
2800 - Central Support Services	100 - Salaries	\$691,190.00	Salaries for bus driver paid training; bus driver recruitment bonus
2800 - Central Support Services	200 - Benefits	\$183,901.04	Benefits for bus driver paid training; bus driver recruitment bonus
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$166,300.00	Technical consultant for implementation for data network resiliency project
2800 - Central Support Services	700 - Property	\$770,123.05	Network, hardware and software for data network resiliency project
3100 - Food Services	100 - Salaries	\$557,979.49	Salaries to provide community meals during virtual/hybrid learning
3100 - Food Services	200 - Benefits	\$192,309.02	Benefits to provide community meals during virtual/hybrid learning
3100 - Food Services	500 - Other Purchased Services	\$850,894.58	Food and supplies for community meal distribution during

Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
			virtual/hybrid learning
3200 - Student Activities	400 - Purchased Property Services	\$21,706.00	Stage rental for spring theater and HS outdoor graduation; athletic tent rental for outdoor locker room facilities during COVID
3200 - Student Activities	600 - Supplies	\$2,336.72	Instrument masks for band/orchestra
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$10,128,900.02	HVAC repairs for Farmersville ES and Freemansburg ES
		\$13,901,616.18	

**Project #: FA-200-21-0034
 Agency: Bethlehem Area SD
 AUN: 120481002
 Grant Content Report
 Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

\$15,889,038.00

Allocation

\$15,889,038.00

Budget Over(Under) Allocation

\$0.00

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,987,421.82	\$0.00	\$1,987,421.82
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: FA-200-21-0034
Agency: Bethlehem Area SD
AUN: 120481002
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	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
Programs								
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	\$1,318.59	\$554.98	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,873.57
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$45,000.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$2,484.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,484.00
2400 Health Support Services	\$55,025.94	\$17,405.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$72,431.45
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$213,737.24	\$0.00	\$213,737.24
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450.00	\$0.00	\$450.00
2800 Central Support Services	\$691,190.00	\$183,901.04	\$166,300.00	\$0.00	\$0.00	\$0.00	\$770,123.05	\$1,811,514.09
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	\$557,979.49	\$192,309.02	\$0.00	\$0.00	\$850,894.58	\$0.00	\$0.00	\$1,601,183.09
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$21,706.00	\$0.00	\$2,336.72	\$0.00	\$24,042.72

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Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	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
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	\$10,128,900.02	\$0.00	\$0.00	\$0.00	\$10,128,900.02
	\$1,305,514.02	\$394,170.55	\$168,784.00	\$10,150,606.02	\$850,894.58	\$2,248,945.78	\$770,123.05	\$15,889,038.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$15,889,038.00