LEA ARP ESSER APPLICATION

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

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:
- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

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

Indicators of Impact
1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	We have used STAR, Dibels and assessments to see the learning loss experienced by our students. The data speaks for itself in that we saw little growth among our Tier 2 and Tier 3 students and even saw regression in many cases. Students not being in the building to receive face to face instruction has been difficult and has hampered their growth and academic development.
Chronic Absenteeism	We have noticed a direct correlation between attendance and grades/academic growth. We looked at the data for our students with 10 or more absences and noticed that the more time they miss, the more effort it takes to get them back on track and the further behind they fall below grade-level. We already deal with many students who come to us below grade-level and couple that with a global pandemic, it has made things even harder.
Student Engagement	We conduct surveys with the students bi-annually. We analyze the data and implement action items based on the results. Additionally, we have a student council which is comprised of students from every grade. The student council participates in meetings with the Senior Administration monthly to discuss their wants and that of the student body.
Social-emotional Well-being	We have utilized our Family First Center (FFC), which includes our Director of the FFC & Social Worker, Assistant Director of the FFC, to gauge our student population through a series of group and individual meetings. Our findings indicate that students miss being around their friends and fellow classmates. They even admit to missing their teachers and being able to come to school. Survey results indicated that our students have been/currently are sad about how the pandemic has affected their lives.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	We utilize a small group instruction model for all students but are even more in-depth and deliberate with our students who are identified as IDEA. We do constant pull outs with them, and they learn one on one or in smaller focus groups in order to understand, retain and learn the content we are teaching in school.
Students from low-income families	A majority of our students come from low-income families. We understand the plights that they face on a regular basis. In addition to providing individualized small group instruction, we also offer them and their families various resources through our Family First Center. These resources can include and are not limited to: social program, homelessness outreach, helping with clothing needs, providing food, resume writing workshops, helping with some technology costs like internet service and home visits.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Almost all of our student population identifies as Black. We infuse Black and African culture into our everyday curriculum. Most schools don't start teaching black history until the start of slavery and the Middle Passage. We infuse Black pedagogy into each and every subject so that our students understand that their history isn't tied to one month out of the year and began well before the 1600's.
Choose an item.	

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

	Strategy Description
Strategy #1	We have used STAR, Dibels and assessments to see the learning loss experienced by our students. The data speaks for itself in that we saw little growth among our Tier 2 and Tier 3 students and even saw regression in many cases. Students not being in the building to receive face to face instruction has been difficult and has hampered their growth and academic development. To combat this, we have intensified our small group instruction model, where students work in concert with others in their tiered group. This instruction has shown to provide more direct interaction

	with the students and we are hopeful that it will continue to aid in their growth.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

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

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

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Our Family First Center has started an outreach program where any time that a student misses more than two days of school, we reach out to their family to determine the reasoning. We have provided families with means of transportation to and from school, whether it be staff members picking up/taking students home with parental permission and also providing bus passes. We work with the local magistrates to combat truancy as well and help to ensure that students are coming to school.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	We have utilized our Family First Center (FFC), which includes our Director of the FFC & Social Worker, Assistant Director of the FFC, to gauge our student population through a series of group and individual meetings. Our findings indicate that students miss being around their friends and fellow classmates. They even admit to missing their teachers and being able to come to school. Survey results indicated that our students have been/currently are sad about how the pandemic has affected their lives. We have started utilizing Character Education programs weekly for all students. These programs help teach students about the importance of understanding themselves and self-esteem. It teaches them about life and how to deal with things at their age group and within society as a whole.

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

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

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

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

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

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

Section 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.

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* **4. Stakeholder Engagement**

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

> (Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights

organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

> The LEA conducted numerous surveys and held conference calls to discuss what our stakeholder's biggest priorities were. During the surveys and calls, the LEA learned that the focus was they felt the students were not learning at the same clip that they had been since being virtual and not in the building. The stakeholders included students, families, staff members, board members, other educators (both peers and post-secondary institutions), and CYF. This was especially true for students with disabilities.

* **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)**

> The LEA formulated a plan to address the biggest concern, which was learning loss and decided to hire 4 (FOUR) Intervention Support Specialists ("ISS") whose main focus would be differentiated small group instruction.

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 LEA utilized stakeholder input and referenced that against internal data to determine the best use of funds. The LEA formalized a plan to implement the program and where to best utilize the funds. Upon completion, the plan was presented to the Board of Directors. Since then, the LEA has been implementing the plan, with the additional staff members and the scheduled after-school and summer school programming. Additional resources were purchased and will be purchased, which will aid in the learning loss gap that the LEA is trying to close.

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.

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* 7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time
How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**
The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The LEA is creating an after-school tutoring program to address the loss of instructional time and learning loss. It will focus on individual and small group tutoring sessions which will be differentiated by ability groups. Additionally, the LEA will be creating a summer tutoring program to address the exact same needs. This will be offered to those students who are identified as needing it the most but will make it available (resources permitted) to any family that wants it.

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* **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.

The LEA will be utilizing funding for a number of things to address student needs including purchasing additional Chromebooks for students; adding 4 (FOUR) intervention support specialists who will focus on small group instruction and intervention; purchasing additional instructional resources for supplemental curriculum; conducting additional professional development to assist our teachers in meeting the needs of the students

* 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)

N/A

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* 10. 20% Reservation Calculation
Please enter your ARP ESSER total allocation amount.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount
20 Percent Reservation	1,103,919	20%	220,783.80

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.

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	STAR testing will be used to monitor the progress the students are making. Initial benchmark testing will occur and then will be followed by 3 (THREE) other assessments throughout the year.
Opportunity to learn measures	After each STAR test, we will be able to see the progress each student is making and can make adjustments as needed.
Jobs created and retained (by number of FTEs and position type)	4 full time positions were created with our Intervention Support Specialists

Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We will be creating an afterschool and a summer school tutoring program; we are hopeful to have as much participation as resources will allow

* Opportunity to learn measures examples: student engagement; access to technology, including educator access to professional development on the effective use of technology; and results from student, family, and/or educator surveys

* Created jobs are new paid positions filled as a result of ARP ESSER funding. **Retained jobs** are exiting positions that would have been eliminated if not for ARP ESSER funding. Report as Full-Time Equivalents (FTEs). FTE is a cumulative number, calculated by dividing the total number of ARP ESSER-funded hours worked for each job (including overtime, paid leave, and other compensation) by the number of hours in that position's full-time schedule.

ARP ESSER Fund Assurances

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

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

* ☒ The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:
- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;

- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.

* ☒ The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

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

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

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

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

* ☒ The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for high

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

*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.

ARP ESSER Budget

Instructional Expenditures

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	50,000	Professional Development – Continuing PD to support staff growth and training to deal with the pandemic
1400 - Other Instructional Programs - Elementary/Secondary	500 - Other Purchased Services	30,000	Supplemental curriculum and online resource
1000 - Instruction	500 - Other Purchased Services	75,000	In person and virtual tutoring sessions with our students
1400 - Other Instructional Programs - Elementary/Secondary	100 - Salaries	764,170.64	Adding 4 Intervention Support Specialists to help with small group instruction; Adding

			Associate Director of Family First Center

Non-Instructional Expenditures

Function	Object	Amount	Description
2500 - Business Support Services	400 - Purchased Property Services	45,000	Purchasing additional Chromebooks for use by students
4000 - Facilities Aquisition, Construction, and Improvement Services	400 - Purchased Property Services	10,000	Purchase of additional cleaning and PPP supplies
5000 - Other Expenditures and Financial Uses	400 - Purchased Property Services	30,000	Supplemental resources for our Family First Center to continue building outreach programming
5000 - Other Expenditures and Financial Uses	500 - Other Purchased Services	98,963.36	Summer Programming; Enrichment and supplementary instruction programs to aid students' growth