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	Progress monitoring of students with IEPs. Universal Assessments K-5 for reading and ELA. Use of MAP Data and progress monitoring. Systematic interventions using research-based strategies.
Chronic Absenteeism	Progress monitoring of students with IEPs. Universal Assessments of map testing for all grade K-5 for reading and ELA. Use of MTSS/PBIS Data and progress monitoring. Systematic interventions using research-based strategies. Frequent assessments to determine students' needs, followed by targeted interventions and small groups instruction. School counselor and/or positive behavior coordinator support and intervention
Student Engagement	Counselor and teacher observations and check ins. Absences/tardies - use PowerSchool Dashboard to identify at-risk students in terms of grades, absences, tardies and discipline. Utilize nurse's data to identify students who frequently visit the health room. When? Why?
Social-emotional Well-being	Counselor and teacher observations and check ins Enhanced efforts to get to know students at a deeper level to determine potential needs. Small group counseling groups. Outside service providing individual therapy and counseling on site.
Other Indicators	Utilize PBIS strategies to address school-wide behaviors.

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	Surveys of our student families revealed that a number of our students needed help with obtaining wifi and computer technology. These students were provided with the necessary technology. Communicating with our EL families proved to be challenging as determined by teacher experience with remote learning, so we added a translation feature accessible by our ELD teachers. Providing transportation to/from summer programs for all students during summer enrichmen

Students from low-income families	Student Group Surveys of our student families revealed that a number of our students needed help with obtaining wifi and computer technology. These students were provided with the necessary technology. Counselors, administrators and teachers maintained close contact with families to determine level of physical need, financial and emotional needs.
Students experiencing homelessness	Counselor and teacher observations and check ins Enhanced efforts to get to know students at a deeper level to determine potential homelessness so we can provide the help needed.
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	School counselor, student support specialist check ins and shared resources / connections with outside agencies with families and students to re-engage with the school.

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	Elementary: Cool School (ELA, math, SEL), Mission Transition, Camp Kindergarten, and summer music camp

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:

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.)

  Input was gathered from a variety of stakeholder groups: administrative team, instructional coaches, Distance Learning teachers, and parent representatives. The planning team of department heads of all major administrative functions met to develop new instructional programs and to develop budgetary needs. Instructional programs were developed in partnership with teacher representatives. Community input through the elected school board was instrumental in developing the final budget.

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* 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)**

  Input from community members (ex. Board members) shaped budgetary direction and teachers helped to shape the educational programs being provided. The size of programs was then shaped by the actual student enrollment. Input from the various groups informed how best to spend the funds: purchases of devices, hot spots, additional access points in buildings, software to enhance the student experience during distance learning, intervention programs and materials, facilities need, cleaning and sanitizing supplies.

  Family and Community Partnerships
  ● Engaging in open, honest, two-way conversations with parents about how well their child is prepared for the next grade—and working with families to design plans to address learning loss
  ● Conducting home visits for teachers to meet families
  ● Connecting students, families, and teachers through games and art projects, small group discussions, and other activities

● Providing wraparound supports for students
● Creating an asset map to identify existing community-based supports and plan for expansion or creation of partnerships to meet student needs

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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 development of the spending plan was done in concert with the development of the annual budget process to help ensure the District would not create a funding cliff at the end of the three years ARP funds are available. Once submitted, this application will be made available on the District's website.

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
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.

Academic Recovery and Acceleration
● Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors
● Purchasing books, art supplies, play equipment, and other supplies to improve learning opportunities
● Establishing or expanding summer bridge programs
● Planning and implementing additional activities related to summer learning, supplemental after-school programs, and extended school day/year
● Supporting and protecting LEA-sponsored PreK/early childhood programs
● Reconnecting with truant students
● Conducting diagnostic, formative, and summative assessments to measure learning
● Reviewing each student's academic and attendance record during the COVID-19 pandemic to determine needs and develop "individual learning plans" including goals and progress benchmarks
● Providing tutoring services for every student in need
● Developing a streamlined curriculum with identified priority standards
● Creating or enhancing college and career readiness programs such as dual enrollment/early college, internships, and apprenticeships
Systemic Equity
● Conducting an equity analysis
● Making structural changes, e.g., in LEA administrative practices to distribute resources more equitably across schools within an LEA
● Strengthening multi-tiered systems of support
● Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care
● Increasing opportunity to learn factors for underserved youth
● Developing culturally responsive curriculum
● Offering training on how bias and privilege affect classrooms and schools

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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.

Safe, In-person Schooling and Continuity of Services
● Coordinating preparedness and response efforts with public health departments to prevent, prepare for, and respond to COVID-19, including the development and implementation of procedures and systems to undertake such efforts
● Training and professional development on sanitizing and minimizing the spread of infectious diseases
● Implementing infection prevention and control protocols
● Aligning school reopening with public health guidance
● Satisfying other short-term needs associated with the pandemic
● Planning for or initiating activities during long-term closures, including providing meals to eligible students and providing technology for online learning
● Improving cybersecurity infrastructure

Facilities & Grounds Upgrades
● Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
● Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
● Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
● Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
● Creating outdoor classroom spaces and/or outdoor eating areas
Social-Emotional Learning, Trauma-Sensitive Schools, Health & Wellness 19
● Providing mental health supports to students and staff, including through the implementation of evidence-based, full-service community schools and the hiring of counselors
● Performing regular mental health screenings and providing referrals to counselors for students who need extra support
● Partnering with mental health organizations to provide extra assistance for students who need it
● Implementing restorative practices, such as restorative circles, as an alternative to traditional discipline
● Establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions)
● Creating a positive and supportive learning environment for all students

<u>Staff Recruitment, Support, and Retention</u>
● Creating new teacher leader roles such as multi-classroom leaders, to enable highly effective educators to extend their reach
● Maintaining school staff and providing professional training
● Adopting robust professional learning plans to build teacher capacity
● Utilizing innovative staffing models that employ school counselors, mental health professionals, psychologists, substitutes, student teachers/teacher residents, institutions of higher education, tutors, or other educational agencies
● Rebuilding the educator pipeline with a focus on diversifying the workforce
● Providing retention bonuses for teachers in high-need subject areas and/or schools or increases to teacher salary to support retention efforts
● Improving working conditions

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* **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)

<u>Not Applicable</u>

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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	$507,287.00	20%	$101,457.40

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	Progress monitoring towards student IEP goals compared to pre COVID benchmarks Universal Assessments K-5 for reading and ELA. Benchmarking three times a year in grades K-5 utilizing common assessments, progress on personalized learning plans, and progress monitoring for intervention programs in place.
Opportunity to learn measures	Summer programs and opportunities, number of students in attendance, credits earned Tier 1 instruction for all students informed by assessments. Tier 2 and tier 3 interventions in grades K-5. After school small group tutoring in English, math and science as needed based on assessment data. Asynchronous learning for all students via personalized learning paths in K-5 as well as teacher assigned asynchronous work.
Jobs created and retained (by number of FTEs and position type)	One position Reading Specialist Two paraprofessionals
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Summer school

* 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	100 - Salaries	$55,000.00	Reading Specialist
1000 - Instruction	200 - Benefits	$30,000.00	Reading Specialist
1100 - Regular Programs - Elementary/Secondary	300 - Purchased Professional and Technical Services	$22,000.00	IXL
1000 - Instruction	300 - Purchased Professional and Technical Services	$30,000.00	Summer program to mitigate the Art learning loss
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		

Choose an item.	Choose an item.		

Non-Instructional Expenditures

Function	Object	Amount	Description
2000 - Support Services	100 - Salaries	$70,000.00	2 Paraprofessional
2000 - Support Services	200 - Benefits	$30,000.00	2 Paraprofessional
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	$100,000.00	Cleaning supplies and Custodial supplies
3000 - Operation of Non-Instructional Services	300 - Purchased Professional and Technical Services	$170,000.00	Technology Supplies Software and hardware purchases
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
Choose an item.	Choose an item.		
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