

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Central Greene School District has reviewed student grades in our current student information system and will continue to do so. As a result of the pandemic, many students have not performed well academically as they have prior to the pandemic. About 130 students in grades 7-12 and 114 in grades K-6 are currently enrolled in our summer school program mostly due to not earning passing grades during the 2020-2021 school year. An online application was sent to parents at the conclusion of the 2020-2021 school year to inform parents/guardians about the opportunity to participate in a summer school program. The school is also utilizing data from local and state assessments and will compare them to upcoming school years to identify areas of need and learning loss. Recently, a stakeholder survey was sent to parents to get their input on lost instructional time, instructional quality, and engagement during the pandemic.
Chronic Absenteeism	The school district has reviewed, analyzed, and compared attendance data from previous years before the pandemic using our current student information system. Plans are in place to continue to analyze ongoing attendance data in upcoming school years. We are also reviewing the amount of Truancy Elimination Plans before, during, and after the pandemic.
Student Engagement	Student engagement was able to be observed through academic performance, scope and sequence of the curriculum covered, and attendance. During the pandemic, report cards and assessment data allowed us to see if students were engaged in the content. Teachers will continue to review their curricula to collect data on what was and wasn't covered during the pandemic. Lastly, attendance was a strong indicator to see if students were engaged either during in-person instruction or via remote learning. These areas will still be analyzed in future school years.
Social-emotional Well-being	A recent stakeholder survey was sent to parents/guardians to assess the social-emotional well-being of students during this past academic year, and it's impact on student performance. In addition, guidance counselors will continue to monitor the social-emotional well-being of our students. In addition, SAP referrals will continue to be implemented.
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])	For this student group, we have and will continue to identify and measure impacts by utilizing IEP Goals, Grades, Attendance, and any individualized circumstance related to the student.
Students from low-income families	For this student group, we have and will continue to identify and measure impacts by utilizing grades, assessment data, attendance, and stakeholder survey results .
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	For this student group, we are referring to students who missed the most in-person and remote instruction since the onset of the pandemic. We have and will continue to identify and measure impacts by utilizing survey results on the impact of the pandemic, student attendance, chronic absenteeism, and documenting specific situations pertaining to the student's home life and it's impact on school participation. We have and will continue to contact parents and guardians for meetings with the school to develop a plan for better participation. We will also plan to continue communication with parents and guardians through phone calls, letters, and online messaging systems. During the pandemic, one of our schools developed an incentive program to improve attendance and participation which we are hoping to implement throughout the district.

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
	Some strategies we have used, and will continue to use, to address academic needs that impacted students include implementing summer

	Strategy Description
Strategy #1	learning and utilizing 1:1 devices. Our summer learning has given the opportunity to address learning loss to 244 K-12 students in our district. Many of the students in summer learning are students with disabilities, students from low-income families, and other groups disproportionately impacted. The use of 1:1 devices have been an effective tool to address academic needs in our district. All teachers utilized Google Classroom and/or Seesaw to facilitate learning. While many students from the above student groups struggled academically this year, this strategy provides the best opportunity for students to participate given the circumstances.

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	<p>The strategy that has been most effective for students social-emotional needs during the pandemic has been allowing for in-person instruction. We have found, through trial and error, we can safely have all students and staff come to our buildings for in-person instruction. That stated, students performed better academically, improved attendance, and had better social-emotional health while in person. Numerous studies have concluded depression and anxiety increased in students during the pandemic, and a large reason for that is not being able to participate in-person where a routine, social interactions, and hands-on education is occurring. Our district plans to utilize in-person learning as a strategy to not only better meet academic needs, but to provide an environment where real social interactions, routines, and activities occur which will better address social-emotional needs. Due to the pandemic, we understand in-person instruction may not always be possible, but when permissible, our district plans to implement this strategy.</p>

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

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

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

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

- Students from low-income families

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

- Students from low-income families

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

During the 2020-2021 school year, Central Greene School District has utilized school board meetings and community meetings to meaningfully engage with stakeholders. Stakeholders have also contacted administration and participated in surveys to voice their concerns which the school district in regards to instructional model efficacy and returning to in-person instruction. In July 2021, our school district sent an ARP Stakeholder Survey which asked stakeholders for their input on the educational impact of COVID-19, challenges, professional development needs, addressing unfinished learning, student needs, overall ratings in district performance, communication, educational quality, and remote instruction performance.

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)**

We will consider all ARP Stakeholder Survey, as well as any other input, for the use of ARP ESSER funds. In addition to board meetings, stakeholders have the opportunity to participate in school district committee meetings. One of those committees is the Educational Committee which has been discussing the need to purchase new curricular materials and technology to meet the needs the pandemic has presented. While all input will be accepted and considered, the school district will be tasked with prioritizing its needs in using ARP ESSER Funds.

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)**

After reviewing all input from stakeholders, the school district will compare the input and district needs. At this point, the school district will develop a plan to use ARP ESSER Funds based on stakeholder input and greatest needs of the district. Once a plan is created, it will be posted on our school district website for all stakeholders to view. Once the application is accepted by PDE, the finalized plan will be posted on our district website and all stakeholders will be informed. If at any time our ARP ESSER plan is revised, stakeholders will be informed of the proposed revision, asked for their input, and after the revision is accepted, the new plan will be posted on our website.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (**Learning Loss**)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

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

Central Greene School District plans to utilize the 20 percent reservation to address the impact of lost instructional time in instructional expenditures. This includes the purchase of additional Instructional Technology for students and staff, Curricular resources, online learning platform, and new course resources that are aligned to more current research-based practices. Lastly, we plan to use this funding to fund our K-12 Summer Learning programs in addressing regression and acceleration. We plan to survey stakeholders in the efficacy of utilizing technology in the classroom annually. In addition, we will monitor student grades after technology has been implemented and compare to previous years while looking for growth and/or regression. The technology resources will provide students with an opportunity to access curricular resources with tiered interventions. Our teachers need new laptops and promethean boards to fully support the evidenced based programs we plan to use as many of our devices are outdated and can't fully support our programs. This will greatly assist students that are most disproportionately impacted as it will allow teachers to utilize our programs to engage students that have struggled with traditional and remote instruction. The technology can be used for in-person and remote instructional models, will be better equipped to operate curricular programs, and better support our students as many of our devices are outdated. For Curricular Resources, we will evaluate these interventions by comparing student performance data before and after implementation. These curricular resources have tiered interventions, are more engaging than traditional instruction, and utilize more current research-based practices than our current outdated resources. Additionally, Many of the resources are interactive and utilize technology to engage and support students more easily than traditional instruction. These resources will also provide students, who did not consistently participate in remote instruction, more engaging opportunities than what was previously used during remote instruction. Lastly, the implementation of Summer Learning will help with student regression and acceleration. We will be able to evaluate this intervention through completion and passing of courses, local and state assessments, and benchmark exams throughout the school year. This intervention will specifically address an opportunity to accelerate their learning in missed skills or concepts from the previous school year. Many of our students attending the 2021 Summer Learning Program were of groups most disproportionately impacted. Eligible students will be identified through course grades and/or teacher/parent/guardian recommendations. Students will be engaged and supported in instruction models via in-person and cyber options with certified teachers. The funds will be used to pay teachers and staff to operate the summer learning programs.

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

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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 remaining ARP ESSER funds will be used for Facilities Improvements. Our current Middle School building is not as effective as our other buildings in improving ventilation. Margaret Bell Miller Middle School does not have air conditioning or air quality systems as the building is outdated. To address this, our plan is to permanently move our Middle School students and staff to our High School building for the 2022-2023 school year as this facility has a ventilation system and ample space to house all 7-12th grade students. In order for this to occur, our High School building will need to be modified for such accommodations. This includes changing a former swimming pool room to an auxiliary gymnasium, modifying a former library into four new classroom spaces, and any possible changes that impact the traffic volume of additional students and staff in the building.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,987,029	20%	797,406

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The school district will plan to utilize it's current student information system to monitor student grades, local and assessment scores, attendance, behavior, and curriculum scope and sequence. This data will be compared to data before, during, and after the pandemic. Our current student information system can disaggregate data into varying student groups. All areas indicated will be reviewed quarterly at the end of each marking period. Teacher representatives will also meet monthly with the Director of Academic Accountability and Innovation to discuss the efficacy of current instructional model and curriculum.
Opportunity to learn measures (see help text)	The school district will plan to review data on grades, behavior, attendance, and other measures to monitor opportunities to learn. This will provide needed information on the efficacy of students with the new curriculum resources, online programs, and designated learnin model. Teachers are also receiving professional development on the use of new programs. Students, parents, and staff will be surveyed on the efficacy of these programs as they were with our ARP Stakeholder Survey sent in July 2021.
Jobs created and retained (by number of FTEs and position type) (see help text)	The district did not create and/or retain jobs as a result of the ARP ESSER funding.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We will continue to monitor the progress of our summer learning which is funded by ARP ESSER. During the 2020-2021 school year, many students did not pass their classes and we had 129 students participate in our summer learning. While most of the students participating passed, we plan to provide more in-person opportunities in the future as that has provided the most success for students in summer learning. In addition, we will plan to survey students, parents, and staff on their preferences and efficacy of Summer Learning models. Our student information system will disaggregate data by student groups.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$3,987,029.00

Allocation

\$3,987,029.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$90,000.00	Chromebooks and licenses for students to ensure 1:1 implementation is sustained.
1000 - Instruction	600 - Supplies	\$105,000.00	Promethean Boards that are able to utilize current instructional software, programs, and online resources
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$80,000.00	Summer Learning Program to address learning gaps and regression due to COVID-19
1000 - Instruction	600 - Supplies	\$4,500.00	Protective covers for student Chromebooks
1000 - Instruction	600 - Supplies	\$88,000.00	Staff Laptops and connection adaptors that are able to utilize current instructional software, programs, and online resources. Many of our staff

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Function	Object	Amount	Description
			laptops are not fully capable to utilize these resources making instruction during the pandemic difficult.
1000 - Instruction	600 - Supplies	\$45,000.00	Tier III Reading Program to address learning gaps and regression
1000 - Instruction	300 - Purchased Professional and Technical Services	\$72,000.00	Software Licensing for online IXL and professional development.
1000 - Instruction	600 - Supplies	\$312,906.00	Curriculum resources and accompanying professional development, if offered that can be accessed online, align to all pa core standards, and are supported by current technology to better instruct students.
		\$797,406.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,987,029.00

Allocation

\$3,987,029.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$3,189,623.00	Building modifications to our High School to accommodate our middle school students and staff. The middle school is being moved to our high school building due to the current middle school not having appropriate air quality systems and ventilation to mitigate virus transmission.
		\$3,189,623.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$72,000.00	\$0.00	\$0.00	\$645,406.00	\$0.00	\$717,406.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$80,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,189,623.00	\$3,189,623.00
	\$80,000.00	\$0.00	\$72,000.00	\$0.00	\$0.00	\$645,406.00	\$3,189,623.00	\$3,987,029.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,987,029.00