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	Educational needs will be determined by conducting a stakeholder survey. Surveys and benchmarking tools will be used to determine learning loss in students. The educational plan was developed in the fall of 2021 will be reevaluated by the board of education no less than every six months. We have purchased a subscription to Edmentum. Edmentum programs assist with measuring student performance and needs. It provides personalized learning to students to address learning gaps and assist with credit recovery. Those districts using Edmentum have seen an increased student graduation rate. They have a handful of new accelerated programs to address the learning loss that has occurred since March 2020.
Chronic Absenteeism	Chronic Absenteeism is monitored by building principals and administrators. When a pattern persists, referrals are made to our newly implemented WIN (What I Need) and OTS (Off Time Schooling) program. These students are also referred to our summer school program.
Student Engagement	In order to meet all the needs of the students and staff, our technology program will need to be updated and improved. We are reviewing options for digital curriculum for remote learning. These subscriptions will help engage students both in the classroom and in the event that we need to switch to remote learning. We are also reviewing the benefits of Google classroom to assist with student engagement.
Social-emotional Well-being	A student survey will be conducted for determining mental health needs of the students. Surveys and benchmarking will be used to determine social/emotional well being of students. Appropriate interventions will be conducted on an as needed basis. Vulnerable student populations and family support will be conducted by the additional school counselor and/or outside service providers. We have subscribed to a subscription called Panorama. This is a program that assesses students mental health. A school counselor is working with the students on some of the needs that arise from the Panorama survey. We are also utilizing discipline and hospitalization referral. The schoolcounselors are addressing these needs directly with the students.
Other Indicators	N/A

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 have purchased additional curriculum that is tailored to assisting children with disabilities. We have also hired additional school counselors to assist these students.
Students from low-income families	We have provided tranportation to our summer school program to help students from low-income families. This is allowing them to receive additional education to address any learning loss gaps.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	We have identified students that have suffered social and emotional trauma due to the COVID-19 pandemic. We have additional guidance counselors available to assist these students. We have also purchased a subscription to Panorama to help measure and identify these students.

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 hired additional guidance counselors to assist students who are suffering from social and emotional learning. A school counselor is working with the students on some of the needs that arise from the Panorama survey. We are also utilizing discipline and hospitalization referral. The school counselors are addressing these needs directly with the students. By utilizing Panorama and the additional counselors, our students will gain increased coping mechanisms, self awareness, relationship skills, responsible decision making skills to allow them to be responsible members of society. This will be measured by the program Panorama by assessing self awareness with entrance slips, self management with goal trackers, social awareness with role plays, responsible decision making with free writing.

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
	Our summer school and after school programs have been very beneficial to students that have suffered due to lost instructional time. Students are

	Strategy Description
Strategy #2	identified for inclusion in the after-school programming (WIN - What I Need) via teacher and parent recommendations. Teachers are available afterschool to address learning gaps. The program is done on a weekly basis and the students attending can be fluid given the week and work be worked on. Some of the indicators used to determine those that should attend are whether the students need to retake an exam, need assistance with homework, address learning loss gaps, retain sports eligibility, etc. We have been able to see an increased success and enegagement in the classrooms. For our summer school program, students that are in need of credit recovery are eligible to be participate in the summer school program. Since March 2020 there is an increased number of students who are lacking the appropriate amount of credits needed to be promoted to the next grade level. This program will help lessen that gap. We will see an increase success in classrooms and promotions in grade levels.

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 summer of 2021, the LEA conducted a survey with all of the stakeholders in the community. Those that participated included parents, employees, students and community members. They were asked to provide input on how to spend the federal money. Over sixty percent of those surveyed wanted to see improvements in the areas of mental health support, access and improvement of technology, improving air quality (including HVAC systems), and new curriculum opportunities. Also included on the survey, but at a lower percentage (48% or lower) included academic interventions, and enrichment opportunities. A student survey will also be conducted for determining mental health needs of the students. Educational needs will also be determined by conducting a stakeholder survey.

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)**

Based on the stakeholder survey mentioned above, we will implement additional programs (WIN, Edmentum, etc.) to assist with academic interventions and enrichment opportunities. We have also subscribed to Panorama Education which will address the social and emotional learning component the stakeholders wanted us to address. We have also hired an additional guidance counselor to provide additional mental health support. We are also looking into our HVAC system and reviewing the best way to update the boilers and ac units in order to improve air quality throughout the buildings.

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)**

We have a section on our newly renovated website specifically for COVID-19 Resources. We will include a section within the COVID-19 Resources that will describe our plan and use of ARP ESSER funds.

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.

With our 20% reservation to address the impact of lost instructional time, we will be using the funds to incorporate new curriculum. We are looking into new Math curriculum for both the high school and elementary school. This new curriculum will be more up to date and allow us to teach students at the correct pace. We are also looking into more digital subscriptions for History, Geography, ELA, Science, and Psychology. Our libraries also need to purchase additional books for the summer school programs to address reading loss. Study Island and Exact Path subscriptions are also being reviewed to address any learning loss gaps. These resources will be used to assist those from low-income families. The online curriculum can be tailored to meet individual needs and can help students learn at their own pace. In conjunctions with the set-aside funds, Students are identified for inclusion in additional programming via teacher and parent recommendations. School principals and administrators are also monitoring chronic absenteeism and referring students to program based on loss instructional time.

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.

With the remaining ARP ESSER funds, we are proposing to replace our cafeteria tables. Our current cafeteria tables have been modified to add barriers and we need to replace these as they have subsequently ruined. Also, we are also looking to make additional facility improvements to reduce the risk of virus transmission. We would like to replace our current boiler system, copper pipes, and some variable frequency drives. The current copper pipes are leaking and need to be replaced in order to improve air quality and allow for proper ventilation. In addition, we need to replace the 15-ton condensing unit in the library. We also need to replace the roof top cooling unit in the office as well. Both replacements will help improve air quality.

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	1,079,591	20%	215,918

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	We are benchmarking students three times per year and to determine where gaps in programming may exist. A student survey will also be conducted for determining mental health needs of the students. Educational needs will also be determined by conducting a stakeholder survey. In order to meet all the needs of the students and staff, our technology program will need to be updated and improved.
Opportunity to learn measures (see help text)	We have given everyone the opportunity to learn. We have implemented the WIN and Summer School program. We have also made digital resources available for remote learning. We are hoping to purchase additional curriculum, programs, and subscriptions to help address any learning loss.
Jobs created and retained (by number of FTEs and position type) (see help text)	We have created additional jobs within the school district. We have hired additional cleaners and school counselors.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students are identified for inclusion in the after-school programming via teacher and parent recommendations. Some of the indicators used to determine those that should attend are whether the students need to retake an exam, need assistance with homework, address learning loss gaps, retain sports eligibility, etc.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

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

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

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

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

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

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

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

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

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

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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. 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.

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

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

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

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

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

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

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

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,079,591.00

Allocation

$1,079,591.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$49,816.00	Funding is requested for digital subscriptions for History, Geology, Psychology, ELA, and Science.
1000 - Instruction	600 - Supplies	$5,000.00	Funding is requested for summer school library books to address emotional and reading loss.
1000 - Instruction	600 - Supplies	$49,428.00	Funding is requested for an updated online math curriculum for both the high school and elementary school.
1000 - Instruction	600 - Supplies	$56,645.00	Funding is requested for subscriptions to Study Island and Exact Path.
			Funding is requested for purchase of

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$14,400.00	chromebooks to assist students and teachers with online/remote learning.
1000 - Instruction	600 - Supplies	$8,065.00	Funding is requested for Reading Wonders textbook. These funds will help address any reading gaps that have occured due to COVID-19.
1000 - Instruction	600 - Supplies	$30,800.00	Funding is requested for a subscription to EdOptions. EdOptions provides students with a personalized learning experience along with rigorous curriculum, exemplary instruction, and total commitment to student advancement. It offers all of students an alternative approach to learning in a challenging but fun and rewarding academic setting.
1000 - Instruction	600 - Supplies	$1,764.00	Funding is requested for a Destiny membership.
		$215,918.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,079,591.00

Allocation

$1,079,591.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$790,673.00	Funding is being requested replace our current boiler system, copper pipes, some variable frequency drives, a 15-ton condensing unit, and a roof top cooling unit to help improve air quality.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$60,000.00	Funding is requested to replace the current cafeteria tables that have subsequently been ruined due to modified barriers that were added. We estimate needing 30 cafeteria tables.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$13,000.00	Funding is requested for a floor scrubber. This will assist cleaning in classroom and hallway floors.
		$863,673.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$215,918.00	$0.00	$215,918.00
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	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
Services								
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	$790,673.00	$0.00	$0.00	$73,000.00	$863,673.00

Project #: 223-21-0205
Agency: Johnsonburg Area SD
AUN: 109243503
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$0.00	$0.00	$0.00	$790,673.00	$0.00	$215,918.00	$73,000.00	$1,079,591.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$1,079,591.00