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	Collecting and analyzing student assessment and performance data; Data from Acadience, CDT, Dibels, Achieve3000, ACCESS, LAS Data, etc.
Chronic Absenteeism	Student attendance/absenteeism data; Truancy elmination program data
Student Engagement	Student participation levels in programs and activities
Social-emotional Well-being	SAP referral data, PAYS data, other local data; Data from Child Study and Instructional Support Teachers indicate the need for additional SEL support outside the classroom in the formof Tier III interventions.
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])	Collecting and analyzing student assessment and performance data, IEP goal progress, parent feedback, teacher feedback, student attendance/absenteeism data, truancy elmination program data
Students from low-income families	Collecting and analyzing student assessment and performance data, student attendance/absenteeism data, truancy elmination program data, SAP referrals, student involvment
English learners	Collecting and analyzing student assessment, performance data, progress monitoring, student attendance/absenteeism data, truancy eliminitation program data, SAP referrals, student involvment

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 Description
Strategy #1	Summer School Program

   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	Tutoring Program

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	Counseling and Trauma-informed Services

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.)

Various district stakeholders were part of the process to plan for the use of the ESSER funds, such as parent and family engagement meetings along with school-wide and ATSI meetings. Meetings were also held for our cyber school program for the engagement of parents. PMSD plans to continue its stakeholder engagement efforts and remains committed to providing opportunities for two-way communication between the district and all stakeholder groups regarding planning and use of APR ESSER funds. Communication with stakeholders will be timely, accurate and easily accessible to all stakeholders. PMSD will also use its district and school websites and social media sites to provide information and update to stakeholders on the planning and use of ESSER funds. Board meetings, which can be attended in-person or virtually, and school events will also provide important opportunities for receiving feedback from stakeholders and for providing updates on ESSER planning and ESSER-funded initiatives for PMSD students.

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)**

District stakeholders were part of the process to plan for the use of the ESSER funds, such as parent and family engagement meetings along with school-wide and ATSI meetings. Meetings were also held for our cyber school program for the engagement of parents. Parents, teacher and administrator input is being gathered which will help guide the planning of programs to address learning loss, absenteeism and social-emotion wellbeing of students. Student input is gathered to help improve student engagement and involvement. Student representatives from school student government associations and student councils meet with principals routinely and provide input that is used to help guide program development and the development of initiatives and activities that better meet student needs and address issues impacting students.

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 PMSD plan for use of APR ESSER funds will posted to the PMSD and on school websites. A notice on the plan's availability with a link to the plan will be posted to the PMSD Facebook page for those parents who prefer to use social media. The plan will also be available to the public on Board Docs as part of the Board meeting agenda.

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.

PMSD plans to provide evidence-based interventions for students to address loss instructional

time, learning gaps, and learning loss in the forms of afterschool tutoring programs, both in-person and virtual, and summer school programs each year through 2024. The district will also provide evidenced-based supports and services to the students, such as mental health and drug and alcohol counseling to help address the social-emotional learning barriers that students face due to COVID-19 closures and stressors. School-based teams including administrators, guidance counselors, school psychologists, teachers and others will all available data points for students to identify student groups most disproportionally impacted by learning loss due to the pandemic to ensure tutoring, summer school and specialized counseling services and supports are available to those most in need. The tutoring and summer school programs will provide intensive instruction and ensure students continue to progress educationally throughout the summer. More than 20% of PMSD's allocation of APR ESSER funds will be used to address student learning loss for those students most impacted by the pandemic.

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.

PMSD will invest in additional Chromebooks and iMacs to continue implementation of the district's its one-to-one computer initiative for all students, which allows students to continue learning and have access to instruction and computer-based educational programs when not able to attend school in-person and on weekends and virtual learning days. Additional Mifi devices are needed to ensure all students, especially those students who may have experienced a disproportionate impact from the pandemic, have reliable and ongoing access to the internet from home for virtual instruction and virtual extended learning resources offered by the district. In addition, ESSER funds will be used to purchase software and licensing for virtual learning programs needed to support the district's full-time PMSD Cyber program. The pandemic's disproportionate impact on some student groups, especially students from low-income families, students from traditionally underserved racial and ethnic groups, English learners, children with disabilities and students experience homelessness, brought to light the need for equity in facilities. To better address the needs of the district's largest low income and minority student population and largest number of student groups PDE and DOE have identified as most disproportionately impacted by the pandemic, the district will invest in a wellness facility on its Sullivan Trail Campus that can be used for providing student

support services. Based on CDC pandemic guidelines and industry standards for healthy buildings, the current maintenance building has been deemed unsafe and must be torn down. The district does not have any other facility in which to house its maintenance department, which is a critical function for keeping schools safe and healthy. Therefore, the district will invest in the critical facility improvement of a maintenance facility that will also be used to store PPE and other supplies needed to keep schools healthy and safe. Funds will also be used for key COVID-19 mitigation strategies and facilities improvements as outlined by the CDC and PA DOH and in support of the PMSD Health and Safety Plan to maintain the health and safety of students, educators and other staff. These mitigation efforts and facility improvements include new/replacement unit ventilators and AHU upgrades district-wide, HVAC unit upgrades, window upgrades to allow for better ventilation, air scrubbers, boiler upgrades, and air fogging machines.

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)**

Each school in the district that is identified as A-TSI, utilized the Evidence Resource Center (ERC) in developing the ATSI School plans approved by PDE. While each school's indicator for making the A-TSI list may be different, they utilized the ERC resources as a means of providing remedial methodology in correcting the issues as well as a means of proactive resources to provide evidenced based interventions of Tiers 1-4, of the strategies for Future Ready PA indicators.

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	18,681,488	20%	3,736,298

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	Collecting and analyzing student assessment and performance data; Data from Acadience, CDT, Dibels, Achieve3000, etc.
Opportunity to learn measures (see help text)	Collecting and analyzing student assessment and performance data; parent feedback, student feedback, teacher feedback. Additional technology resources (equipment and software) purchases allowed the district to enhance educational opportunities and instruction, professional development on technology was provided for new purchases, pre enrollment requests for summer school allowed the district to evaluate the interest in the summer school program.
Jobs created and retained (by number of FTEs and position type) (see help text)	ARP ESSER funds are being used to provide after school and summer school tutoring services that are not newly created positions, but supplemental paid time for instructional staff.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	ARP ESSER fudning allowed for summer school and after school tutoring programs districtwide. District and building administrators can compare assessment and attendance data from the school year and summer school programming.

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

$18,681,488.00

Allocation

$18,681,488.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$2,115,152.00	Salaries for tutoring afterschool & Summer (Learning Loss)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$57,989.00	Salaries for summer school (Learning Loss)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$777,721.30	Benefits for tutoring (Learning Loss)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$15,135.00	Benefits for summer school (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$650,340.00	Chromebooks for student use
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$10,702.03	Owl Webcams for classrooms
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$100,000.00	AP Examinations
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$5,351.62	Wilson Reading Supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$240,000.00	Summer School ELA Instructional Supplies (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$240,000.00	Summer School Math Instructional Supplies (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,000,000.00	Software to support virtual instruction
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$20,000.00	afterschool extra curricular salaries
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$1,500.00	afterschool extra curricular benefits
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$20,000.00	Instructional Supplies for various courses
		$5,253,890.95	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$18,681,488.00

Allocation

$18,681,488.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	$1,510,962.00	Transportation Services for Summer School (Learning Loss)
2200 - Staff Support Services	700 - Property	$483,128.00	Chromebooks for Student Use
2200 - Staff Support Services	700 - Property	$350,000.00	iMacs for student use
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$2,480,800.00	Additional Wellness facilty for Sullivan Trail Campus
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$1,000,000.00	TEC Unit Ventilators and AHU Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$250,000.00	Admin HVAC Unit Upgrades
4000 - FACILITIES			

Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$60,000.00	EJHS HVAC Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$2,250,000.00	CRIS Window Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$50,000.00	Admin Window Replacements
2600 - Operation and Maintenance	700 - Property	$25,000.00	Air Scrubbers
2600 - Operation and Maintenance	600 - Supplies	$100,000.00	PPE Supplies for Students & Staff
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$750,000.00	SIS Boiler Upgrade
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$84,050.00	Drug & Alcohol Preventative Services
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$400,000.00	Mifi Devices for Student Use
2600 - Operation and Maintenance	600 - Supplies	$40,071.00	Additional touchless bottle refill stations
2600 - Operation and Maintenance	700 - Property	$95,100.00	Ride on disc auto scrubber

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	$80,000.00	Replacement Promethean Boards
2600 - Operation and Maintenance	400 - Purchased Property Services	$20,000.00	Air fogging machine repairs
2200 - Staff Support Services	600 - Supplies	$20,000.00	iPads for student and staff use
2200 - Staff Support Services	600 - Supplies	$5,000.00	cases for iPads
2200 - Staff Support Services	600 - Supplies	$1,775.00	drawing tablets for teachers to use with virtual and in person instruction
2200 - Staff Support Services	600 - Supplies	$1,854.80	Audio/Visual supplies for classes
2200 - Staff Support Services	600 - Supplies	$40,266.00	Database electronic subscriptions
2200 - Staff Support Services	600 - Supplies	$29,670.00	Library Digital Consortium Membership
2200 - Staff Support Services	600 - Supplies	$58,901.25	Science digital subscription
2400 - Health Support Services	100 - Salaries	$80,000.00	Nurse Salaries for Summer School
2400 - Health Support Services	200 - Benefits	$10,000.00	Benefits for Nurses/Summer School
2200 - Staff Support Services	600 - Supplies	$11,067.00	Tumblebook Digital Library Subscription
2200 - Staff Support Services	600 - Supplies	$120,450.00	Website & parent communication applications

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	$7,380.00	PowerLibrary access for libraries
2200 - Staff Support Services	600 - Supplies	$21,872.00	Library Management Software
2200 - Staff Support Services	600 - Supplies	$15,000.00	Projectors for classroom use
2200 - Staff Support Services	600 - Supplies	$15,000.00	Supplies needed for streaming of student productions within buildings
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$5,500.00	Professional Development for instructors of robotics programs
2200 - Staff Support Services	600 - Supplies	$200,000.00	software to monitor and protect district computing devices
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$100,000.00	Guidance Services during summer
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$35,000.00	Benefits for guidance services
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$1,619,750.00	New Maintenance Facility
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$1,000,000.00	SIS Unit Ventilators and AHU Upgrades

		$13,427,597.05	

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	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$10,702.03	$2,235,691.62	$0.00	$2,246,393.65
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$57,989.00	$15,135.00	$0.00	$0.00	$0.00	$0.00	$0.00	$73,124.00
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	$2,135,152.00	$779,221.30	$0.00	$0.00	$0.00	$20,000.00	$0.00	$2,934,373.30
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	$5,500.00	$0.00	$0.00	$0.00	$0.00	$5,500.00
2100 SUPPORT SERVICES – STUDENTS	$100,000.00	$35,000.00	$84,050.00	$0.00	$0.00	$0.00	$0.00	$219,050.00
2200 Staff Support Services	$0.00	$0.00	$400,000.00	$0.00	$0.00	$628,236.05	$833,128.00	$1,861,364.05
2300 SUPPORT								

	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 – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$80,000.00	$10,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$90,000.00
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	$20,000.00	$0.00	$140,071.00	$120,100.00	$280,171.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$1,510,962.00	$0.00	$0.00	$1,510,962.00
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	$9,460,550.00	$9,460,550.00
	$2,373,141.00	$839,356.30	$489,550.00	$20,000.00	$1,521,664.03	$3,023,998.67	$10,413,778.00	$18,681,488.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$18,681,488.00