

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	National and State benchmark assessments were used and will continue to be utilized to analyze the academic impact of the COVID-19 Pandemic. In addition, local assessments aligned to new or supplemental curriculum frameworks will be implemented with results compared to first and last national and state assessment outcomes. We have increased the length of the school day to increase mathematics, literacy, and science instruction; additionally, increasing the length of the day permitted the school to schedule an intervention and enrichment period for literacy and mathematics is scheduled three times a week for grades K-2, and two times a week for grades 3-6.
Chronic Absenteeism	Chronic Absenteeism was not as prevalent within our student population during COVID-19. The few cases we had, an attendance plan was put into place and tracked for progress.
Student Engagement	Student engagement was positive during the COVID-19 Pandemic in that students were happy to be at school. Increasing more schoolwide assemblies, small group instruction, projects, and increasing field trips will deepen student engagement in the 2021-2022 school year.
Social-emotional Well-being	The SSIS Social-Emotional Learning assessment and intervention program will help teachers, counselors, psychologists, and social workers who work with entire classrooms of students in a Universal/Tier 1 program or smaller groups of students in Tier 2, Tier 3, or after-school programs. A second cohort of teachers has formed mindfulness-based stress reduction that supports mindfulness practices within the staff and the classroom. Additional activities planned by the Positive Behavior Intervention System (PBIS) committee will continue to unify and support student well-being.
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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>Strategies focused on during the height of the pandemic included: Hot lunch program, Summer and After School academic programming, Title I Services, and constant family contact. We have increased the length of the school day to increase mathematics, literacy, and science instruction; additionally, increasing the length of the day permitted the school to schedule an intervention and enrichment period for literacy and mathematics that is scheduled three times a week for grades K-2, and two times a week for grades 3-6. New and supplemental literacy and mathematics curriculums will support greater differentiation within the classroom so that all student learning needs and levels are met. All strategies will be assessed with national, state, and local assessment tools, and reviewed quarterly for high-quality responsiveness.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>The School successfully offered a 5+ Program for students with 504's or IEP's during the school's hybrid schedule. These students were eligible to attend school on their remote days with instructional supervision by classroom aides. We have increased the length of the school day to increase mathematics, literacy, and science instruction; additionally, increasing the length of the day permitted the school to schedule an intervention and enrichment period for literacy and mathematics is scheduled three times a week for grades K-2, and two times a week for grades 3-6. New and supplemental literacy and mathematics curriculums will support greater differentiation within the classroom so that all student learning needs and levels are met. All strategies will be assessed with national, state, and local assessment tools, and reviewed quarterly for high-quality responsiveness.</p>
	<p>Students that were affected by the loss of a family member, living with other family or friends, were supported with constant communication between the school and the family to support</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	student progress and engagement during the pandemic. We have increased the length of the school day to increase mathematics, literacy, and science instruction; additionally, increasing the length of the day permitted the school to schedule an intervention and enrichment period for literacy and mathematics is scheduled three times a week for grades K-2, and two times a week for grades 3-6.

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	Strategies that have been most effective to date include offering the 5+ Program to students with 504's or IEP's, offering after-school academic help or tutoring, enrichment programs, and summer programs.

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	Implementing new and supplemental curriculum programs and assessment frameworks will help support the range of learning needs within the classroom.

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.

Students experiencing a loss of a family member.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Increasing the length of the school day permits the School to increase instruction time for mathematics, literacy, science and include mathematics and literacy intervention and enrichment periods within the school week for grades K-6.

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:**

Students experiencing a loss of a family member.

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.)

Multiple stakeholder meetings were held to assess and identify academic, student support services and facility needs for the school. These sessions included members of the Comprehensive Planning Committee, School Trustees, faculty and staff; surveys/meetings with parents/guardians; feedback from multiple and diverse family engagement sessions; health guidance from School physician, nurse, local Dept of Health; local law enforcement; School Committees, e.g. Safety Committee, Curriculum and Professional Development Committee, Schoolwide Advisory Group; Administrative Team

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)**

All aspects of this plan are known by stakeholders who have had previous involvement with the School and contributions to school reopening plans, schoolwide Title I program, health and safety plan; curriculum and professional development plans; facility improvement plan. Continued updates and feedback from all stakeholders will be scheduled. Stakeholders include business representatives, first responders, School faculty, staff and trustees, parents/guardians; local educators (K-12 and HEd), local intermediate unit, and community residents.

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)**

Ongoing written and verbal presentations will be made at the monthly Public Board meetings; monthly public Parent Forum meetings and scheduled committee meetings that have diverse stakeholders involved such as the Safety Committee, Comprehensive Planning Committee, Curriculum & Professional Development Committee, and Schoolwide Advisory Group. Periodic written updates will be posted on the website to include Board minutes and related reports.

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.

The LEA plans to address the academic impact of the Pandemic by increasing mathematics, literacy, science instruction and include intervention and enrichment periods in the K-6 schedule. Continuation of robust after-school academic tutoring, homework help, enrichment programs, and summer programming. The effectiveness of the increased instructional time and intervention/enrichment periods will be evaluated quarterly through local assessments and national and state benchmark assessments. Student groups identified that were most impacted by the Pandemic will be reviewed by the Schoolwide Title Specialists special education and general education teachers. Additional training and assessment tools will be initiated regarding the social and emotional learning needs of the students. Staff support including continued mindfulness training through the NEIU19 with an outcome to have these interventions integrated throughout the culture, the school year, in classes and among staff.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The remaining funds will support in-person instruction as follows: a. Continuity of Services: supplemental curricula for general and special education; training to support the development of the school's MTSS program; resources to support social-emotional learning curricula and interventions, training, data/screening tools to address trauma-induced behaviors; wellness programming & food supplies; increased school day staffing and afterschool programming and support for the positive behavior intervention support program. c. Mitigation Strategies: part-time school nurse; health supplies for the Medical Office; air quality control monitoring and response; compliance with CDC guidelines - supplies, resources, training; improved ventilation system; ongoing staff health and safety training regarding mitigation efforts and compliance with Health and Safety Plan. d. Facility Improvements: The following improvements are in response to Covid and the School's Health and Safety Plan and/or in response to the School's latest Vulnerability Risk Assessment completed by the PA State Police - facility technician to

address daily cleaning now required; key lock system for improved security and limiting access to students' classrooms, purchased services for professional intensive cleaning schoolwide and periodic deep cleaning of the kitchen that prepares daily meals for all students, kitchen ventilation cleaning, removal of unsafe objects near the play areas due to increased need to use outdoor space for classes (Heath and Safety Plan); Subgrant for Kindergarten Annex construction project would prevent the school from having to mix grades/pods, specifically Kindergarten students by the installation of an interior passageway for Kindergarten students to avoid walking outside or through first/second-grade classrooms. The second sub-grant would prepare the school for additional use of outdoor space on its existing property by constructing an outside pavilion for safer and expanded outdoor classes and lunch periods, also consistent with our Health and Safety Plan.

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	835,519	20%	167,104

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 utilized several assessment tools. National, state, and normed assessments begin the first week of school to baseline student performance and are conducted per trimester to monitor results. Additional curricular assessments are utilized continuously to track student progress with the state standards. Results of the assessments are discussed with Specialists, administration, and teachers. A report disaggregated by student groups will be presented to the Child Study Team for additional oversight of progress and achievement.
Opportunity to learn measures (see help text)	The School utilized several assessment tools. National, state, and normed assessments begin the first week of school to baseline student performance and are conducted per trimester to monitor results. Additional curricular assessments are utilized continuously to track student progress with the state standards. Results of the assessments are discussed with Specialists, administration, and teachers. A report disaggregated by student groups will be presented to the Child Study Team for additional oversight of progress and achievement. Based on the results presented in the data, student groups that are not progressing will be targeted with more intensive interventions as well as highly recommended to attend either a before-school or after-school tutoring program.
Jobs created and retained (by number of FTEs and position type) (see help text)	1 FTE STEM Specialist; .5 FTE part-time school nurse; 1.0 Director Student Services; 1.0 FTE Behavioral Therapist
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	In-school; after school and summer programs

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

\$835,519.00

Allocation

\$835,519.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$77,000.00	ELA: American Reading Center supplemental literary supplies and curriculum materials for K-4 in 2021-22 and 5-8 in 2022-2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$29,200.00	Math: OGAP formative assessment training and coaching for math K-8 is designated grade topics of additive, multiplicative and proportional reasoning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$5,000.00	Review 360: training and coaching for general education teachers and instructional assistants in classroom interventions, screening, monitoring, and rating forms.
			The expanded role of

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$52,982.00	11 Instructional Assistants to support 1-3 days/week of hourly intervention and/or enrichment classes; 10% of salaries for 21-22 and 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,000.00	Academic Tutoring and homework assistance held before, during and after school for 21-22 and 22-23 @\$35-50 per hour
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	curriculum and related materials for learning support teachers, therapists e.g social skills, executive functioning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,000.00	Substitute coverage for instructional staff throughout the year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,000.00	Staff coverage when Tac2 training is scheduled
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,800.00	Supplemental Spanish Curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Principal retention of \$10,000 per academic year for 21-22 and 22-23

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,450.00	50 Additional student desks @ \$49/chair
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,712.00	7 desks and 7 chairs for three teachers, one learning support teacher, one social worker, and two instructional assistants; chair @ \$199 ea and small desk at \$359 each (total for one set = \$558)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,500.00	Replace unsafe large laminator with new 48" laminator for teachers' use
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,820.00	After school algebra teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,000.00	Retention stipend for math teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$12,407.00	Annual for 21-22 & 22-23, licensing fees for teacher zoom accounts, and additional instructional computer-based instructional accounts.
		\$316,871.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$835,519.00

Allocation

\$835,519.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$18,375.00	Part-time nurse for medical office
2400 - Health Support Services	600 - Supplies	\$3,500.00	Supplies for Medical Office
2600 - Operation and Maintenance	600 - Supplies	\$11,000.00	6 ion air quality units for each HVAC roof top unit @ \$1833 each
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$5,600.00	Air quality testing at least annually during 21-22 and/or 22-23
3100 - Food Services	600 - Supplies	\$5,000.00	Wellness Programming
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Consultation during 21-22 & 22-23, with a pediatrician, school physician who assists in interpreting CDC and American Pediatric guidance for K-8 population

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$18,000.00	Replacement supplies for hand sanitizers, hand-washing stations, disinfectant wipes
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$2,500.00	Safety Training through ALICE aka Navigate 360
2600 - Operation and Maintenance	500 - Other Purchased Services	\$3,500.00	Removal of unsafe/unused structure to create expanded outside area for classes, recess, and other outdoor activities
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$9,800.00	Replacement key lock system to ensure improved security for the school building.
3200 - Student Activities	600 - Supplies	\$10,000.00	Supports PBIS goals
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$100,000.00	Full-time social worker to address behavioral, academic, and emotional needs of students for 2021-22 and 2022-23
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$28,000.00	Required benefits for full-time social worker
3300 - Community Services	100 - Salaries	\$45,000.00	Community Outreach coordinator
3300 - Community Services	200 - Benefits	\$12,600.00	Community Outreach Coordinator

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Function	Object	Amount	Description
3100 - Food Services	600 - Supplies	\$24,000.00	Snacks for students prior to their afterschool programs @ 12000/year for 2 school years
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$65,000.00	Summer intensive cleaning and additional costs of daily cleaning throughout the school year as well as intensive cleaning in January of the kitchen mid-way during the school year.
2600 - Operation and Maintenance	600 - Supplies	\$525.00	15 additional units for increased/improved circulation is gym, cafeteria, classrooms. e.g. fans, dehumidifiers, and air purifiers (our windows don't open) avg \$35/unit
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$3,400.00	Professional cleaning of kitchen fans, ventilation system @ \$1700/yr for 21-22 and 22-23
2600 - Operation and Maintenance	100 - Salaries	\$41,600.00	Facility Maintenance Technician; hired July 2021 @\$20/hr for 2,080 hrs
2600 - Operation and Maintenance	200 - Benefits	\$11,648.00	Facility Maintenance Technician benefits at 28%

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Function	Object	Amount	Description
3100 - Food Services	100 - Salaries	\$9,600.00	Part-time kitchen assistant to support 21-22 NSLP waiver to provide hot lunches to all students. \$12/hr /20hr/week for 40 weeks
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$35,000.00	Construction of an annex for the kindergarten class to enter the main building without going through another classroom/learning pod. During high transmission the student had to go outside to get to the main building for lunch, physical education. Also, our classes per grade levels are in pods that minimizes contact with other classes/pods. Unfortunately Kindergarten, the most vulnerable, do not have this protection and a small annex would resolve this issue
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$50,000.00	Outdoor pavillion to create covered outdoor space for classes and lunch. Increased use of outdoor space is an important mitigation effort and no such entity is now available to the school that might increase

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Function	Object	Amount	Description
			outdoor activity in a designated outdoor space.
		\$518,648.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$176,802.00	\$0.00	\$46,607.00	\$0.00	\$0.00	\$93,462.00	\$0.00	\$316,871.00
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	\$2,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00
2100 SUPPORT SERVICES – STUDENTS	\$100,000.00	\$28,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$128,000.00
2200 Staff Support	\$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
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	\$18,375.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$3,500.00	\$0.00	\$26,875.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$41,600.00	\$11,648.00	\$83,800.00	\$0.00	\$3,500.00	\$29,525.00	\$0.00	\$170,073.00
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	\$9,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$29,000.00	\$0.00	\$38,600.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00
3300 Community Services	\$45,000.00	\$12,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,600.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$85,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,000.00

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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
	\$391,377.00	\$52,248.00	\$222,907.00	\$0.00	\$3,500.00	\$165,487.00	\$0.00	\$835,519.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$835,519.00