

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	STAR assessment, LEA created benchmarks, Independent Reading Level Assessment (IRLA)
Chronic Absenteeism	Review of attendance reports, notifying families of attendance issues in writing, meeting with families, and home visits
Student Engagement	Student check-ins with teachers and counselors; Exit tickets; Use of electronic tools like Class Kick now that we are 1:1 with technology, class meeting responses, coaches collect data during classes totaling the number of students engaged and on-task during time periods in the classroom.
Social-emotional Well-being	Students complete a grade band specific "check in" form. Sample prompts on the form include: "What zone are you in?" "What is something that went well yesterday?" "What is something that you can be do differently" "Tell me something cool you did this weekend." The responses are reviewed by the counselors and students are reached out to as needed. In addition we have added a Counseling Referral module to our SIS. The purpose of the module is for teachers and other staff to be able to create a counseling referral for students and to identify how immediate they believe the need is for the student to see the counselor. Counselors receive this information in real time throughout the school day.
Other Indicators	None

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])	-Implementation of a co-teaching model in all grades that includes specialized training for all co teaching pairs-Consistent progress monitoring -Increase support staff for students needing 1:1 attention

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)	Students with attendance issues-Review of attendance reports, notifying families of attendance issues in writing, meeting with families, and home visits
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	National research shows that students from Black and Brown communities have been disparately negatively impacted academically, economically, socially, physically and emotionally by the pandemic. The Lindley demographic data is as follows - Black: 86%; Multiracial: 8%; Hispanic: 4%; Asian Pacific Islander: 2%; White: 1%. 81% of students are living in poverty.-Hired reading specialists, Spring Board-Equity work-professional development, culturally responsive curriculum rewrites-Contracted with Ed Plus to provide physical, mental and emotional health supports to students and families.

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	The implementation of guided reading and math. To ensure that grade level standards are being taught in class as well as scaffolding so that any remediation can take place to support students as they strive to access grade level standards. Guided reading and math practices are particularly supported by our co-teaching model which was implemented in 2019. Creating opportunities for high-quality science education.

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	Investing in digital equity of all students including providing professional development for teachers and families. This includes a 2:1 device model for all students with at home internet access.

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	-Providing additional behavior support to increase students' social emotional support such as Personal Care Assistants (PCA), Registered Behavior Techs (licensed), Behavior Specialist Consultants, LBSCs, Behavior Techs and full time Instructional Assistants. -Developing and implementing a plan for staff to competently participate in corporate culturally relevant curriculum and create classroom environments to support students and families from traditional marginalized groups.

	Strategy Description
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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.)

-Principals, special education administrators, and other key administrators were instrumental in identifying the vulnerable populations, assessing the impact and needs of these populations and highlighting the promising practices in supporting student needs since March 2020.- Principals, special education administrators, and other key administrators held meetings with teachers and staff to solicit feedback on the plan focus. Feedback received during these meetings is incorporated into the plan focus.-Details of the plan are shared with the Student Advisory Committee (SAC) which includes community members, staff and parents. Feedback received during these meetings is incorporated into the plan focus.- The plan is posted on the school website for public comment.

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)**

Feedback from stakeholders appears to fall into three areas: Mental Health and Emotional Support of Staff, Families and Students; Technology including access and professional development for staff, students; concern about how staffing shortages and a lack of certified teachers impact student achievement and the resulting stress to existing staff; and COVID health related concerns for families. All of these ideas have been incorporated into the plan.

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)**

-An electronic version of the plan is available on the website in. Hard copies and large print copies are available to be mailed upon request—This is stated on the website. A version in other languages is also available upon request.

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.

Evidence-based interventions include the use of reading specialists in all grades; Professional Development and implementation of the American Reading Company 100 Book Challenge for all grades; Dreambox (Not funded through ESSERS) and Lexia (Not funded through ESSERS) are adaptive programs which are used with fidelity each day to meet the individual needs of each student, Execution of the SpringBoard Reading program (Funded through ESSERS) after school and throughout the summer for grades K-5. SpringBoard includes a parent workshop component that supports students reading not only at school but at home as families as well; Offering of American Reading Companies literacy program for middle school during the summer (Funded through ESSERS); Professional Development and implementation of guided math and guided reading for all grades (Funded through ESSERS). In addition, Lindley Academy provides a robust weekly professional development schedule and coaching cycles for all staff members (Not funded through ESSERS-except where identified above). B. STAR ((Not funded through ESSERS) is the evidence based strategy that is used to identify gaps in math and reading. The BESS screener (Not funded through ESSERS) is the evidence based tool used to identify social emotional issues. We also review our MTSS data and Special Education progress monitoring data on a monthly basis.C. Multiple contacts with students and families who have not attended in-person instruction. and or consistently participated in online instruction will be made. These contacts will include letters, phone calls, family meetings, and home visits (Not funded through ESSERS). Families may be provided with some of the supports that they identify to help children attend school such as alarm clocks, uniforms, school-based counseling (Not funded through ESSERS), referrals to Ed Plus Health (Funded through ESSERS). Students will be offered the opportunity to participate in our summer school program which focuses on math, reading, and the arts and wellness to facilitate student engagement. Support during the school year will happen after school with tutoring with Lindley teachers and in school using contracted personnel (Funded through ESSERS). Students who have missed a significant amount of school whether in person or virtual, are identified for additional academic support such as invitations to attend our robust full day summer programming in Math, Reading, and the Arts (Funded through ESSERS); scheduling for extra time with reading interventionists during school hours(Funded through ESSERS), identifying students for guidance support to cultivate student engagement, and create referrals to the Community Based Resource liaison for families who may need additional outside resources to promote student attendance.

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.

Continuity of services - Additional staff that have been added using the ARP funds will be utilized to build up the skills and expertise of existing staff to support the students mental health needs and continue to implement trauma informed strategies with students and as a school community. Current staff are participating in professional development to support SEL needs of students in the future. Access to instruction-Student engagement efforts include all of the academic and SEL programs mentioned above(Funded through ESSERs), in addition to specialized training on co teaching (Funded through ESSERs), the use of calm down corners (Funded through ESSERs), and working with students with trauma. -Partnerships will Musicopia (Funded through ESSERs) and the Insectarium (Funded through ESSERs) will also facilitate student engagement-Equity in instructional delivery requires that students and staff have the latest technology at home and in school and that this technology is well maintained. Regular purchased of technology including Chromebooks (2-8th grade) (Funded through ESSERs); tablets (K-1 grade) (Funded through ESSERs); laptops and iPads for teachers (Funded through ESSERs); smart boards (Funded through ESSERs), Apple TV (Not funded through ESSERs), and document camera for classrooms (Funded through ESSERs)Mitigation Strategies - -Lindley Academy contracts with Education Plus Health (Funded through ESSERs) to provide comprehensive health care to students that includes Community Based mental health referrals to local resources to support families-Lindley Academy contracts with US Medical (Funded through ESSERs)to provide nurses who facilitate all COVID protocols according to CDC and Philadelphia Health Department guidelines. This includes symptomatic testing, assurance testing and contact tracing for staff and students. -Lindley Academy maintains an ample supply of PPE for staff and students, cleaning supplies, test kits. Our cleaning company provides extra cleaning personnel to address COVID clearing protocols as identified in our health and safety plan.Facilities Improvements - Our ventilation systems are up to date. We have NOVAERUS filtration systems in every classroom and office space.

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

Project #: 223-21-1111
Agency: Lindley Academy CS at Birney
AUN: 126519476
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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	5,188,000	20%	1,037,600

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	STAR, PSSA, IRLA (Independent Reading Level Assessment); LEA created benchmarks
Opportunity to learn measures (see help text)	-Documentation that all students have 2 devices; Sign in sheets for professional developments; District surveys of students, teachers and families are administered each Spring. The results are reviewed and addressed.
Jobs created and retained (by number of FTEs and position type) (see help text)	1 Special Education Coordinator; 2 Reading Specialists; 2 Non Teaching assistants; 11 part-time instructional assistants were offered full-time positions.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	750 students will be offered the opportunity to participate

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

\$5,188,124.00

Allocation

\$5,188,124.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$560,000.00	20% for Learning Loss - Spring Board reading program for the school years 2021 through 2024 for 3 semesters per year at \$55,000 per semester (3 years x 3 semesters per year (Fall, Spring, Summer) at \$55,000 per semester.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$54,400.00	20% for Learning Loss - Professional development for ELA teachers focused on the implementaton of the American Reading Company 100 Book Challenge for all grades.
1000 - Instruction	600 - Supplies	\$65,000.00	20% for Learning Loss - Supplies required for implementaton of the American Reading Company 100 Book Challenge for all

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Function	Object	Amount	Description
			grades.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$125,000.00	20% for Learning Loss - Contacted reading specialist
1000 - Instruction	100 - Salaries	\$90,700.00	20% for Learning Loss - Stipends for teachers for summer programming (Math and ELA)
1000 - Instruction	300 - Purchased Professional and Technical Services	\$136,620.00	20% for Learning Loss - Participation in the arts and STEM (Musicopia, Aiken Drama, Dance Co TBD, Insectarium) programming in the summer will incentive students to attend and fully engage in the academic portion of the summer programming
1000 - Instruction	600 - Supplies	\$108,000.00	Replace 45 end of life smartboards with new smartboards to support high quality instruction
1000 - Instruction	600 - Supplies	\$209,250.00	Replace inventory of 750 Chromebooks to support high quality instruction
1000 - Instruction	600 - Supplies	\$5,000.00	Replace 5 Chromebook carts

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$50,000.00	Guided Reading - Professional Development through BER
1000 - Instruction	300 - Purchased Professional and Technical Services	\$50,000.00	Guided Math - Professional Development through BER
1000 - Instruction	300 - Purchased Professional and Technical Services	\$70,000.00	Creating opportunities for high-quality science education- Contracted Teacher
1000 - Instruction	600 - Supplies	\$50,000.00	Creating opportunities for high-quality science education- Supplies for science labs and curriculum
1000 - Instruction	300 - Purchased Professional and Technical Services	\$30,000.00	Creating opportunities for high-quality science education- Professional development for grade teachers
1000 - Instruction	600 - Supplies	\$40,000.00	Guided Reading- center activity supplies
1000 - Instruction	600 - Supplies	\$40,000.00	Guided Math - center activity supplies
1000 - Instruction	100 - Salaries	\$80,000.00	20% for Learning Loss- Salaries for current Lindley staff to provide afterschool tutoring and instruction during Saturday School for the 2021-2024 school years

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$20,000.00	20% for Learning Loss-Professional developoment through BER to enhance teachers co-teaching skills
1000 - Instruction	600 - Supplies	\$15,000.00	Replace 25 end of use devices (Laptops and iPads) for teachers
		\$1,798,970.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,188,124.00

Allocation

\$5,188,124.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$332,677.00	-Providing additional behavior support to increase students' social emotional support using 25 Personal Care Assistants (PCA) -25 per year for 2021-2024
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$332,677.00	-Providing additional behavior support to increase students' social emotional support using Registered Behavior Techs (licensed) - supports the Behavior Specialist Consultants
2000 - SUPPORT SERVICES	100 - Salaries	\$363,000.00	11 Full Time Instructional Assistants for grades K-2
			Developing and implementing a plan for staff to competently participate in

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$75,000.00	corporate culturally relevant curriculum and create classroom environments to support students and families from traditional marginalized groups through well vetted equity partners and university partners
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$588,000.00	Contract with Education Plus Health Services (\$147,000 per year)
2000 - SUPPORT SERVICES	600 - Supplies	\$95,000.00	Supplies for Education Plus Health Services
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$720,000.00	-Providing additional behavior support to increase students' social emotional support using Behavior Specialist Consultants - 2 per year for 2021-2024
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$652,800.00	IT services (\$13,600 per month for the 2021-2024)
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$150,000.00	Contract with US Medical for COVID nursing services
2000 - SUPPORT SERVICES	600 - Supplies	\$50,000.00	COVID related supplies for US Medical COVID Nursing Services
			Supplies for Calm

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	\$30,000.00	Down Corners for each classroom to support self regulation for students
		\$3,389,154.00	

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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	\$170,700.00	\$0.00	\$1,096,020.00	\$0.00	\$0.00	\$532,250.00	\$0.00	\$1,798,970.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$363,000.00	\$0.00	\$2,518,477.00	\$0.00	\$0.00	\$175,000.00	\$0.00	\$3,056,477.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$332,677.00	\$0.00	\$0.00	\$0.00	\$0.00	\$332,677.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
	\$533,700.00	\$0.00	\$3,947,174.00	\$0.00	\$0.00	\$707,250.00	\$0.00	\$5,188,124.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$5,188,124.00