

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	Building administrators are monitoring closely the impacts of lost instructional time, via grade and course report audits and reporting, grade level teaming with instructors, school wide benchmark assessments, summative assessments and multi tiered systems of support data and meetings.
Chronic Absenteeism	Absenteeism is monitored by both student information systems reporting as well as building level administrators. Attendance reports are reviewed regularly by building administrators for follow up with families and truancy policy.
Student Engagement	The PAYS administered in the fall of 2021 provides data regarding middle school and high school student engagement measures. Comparisons are also made utilizing attendance data, online and cyber student enrollment numbers, extra curricular and co curricular activity participation and after school program participation.
Social-emotional Well-being	Most recently, middle school and high school students have completed the PAYS in even numbered grades beginning with grade 6. The study results "provide school administrators, state agency directors, legislators and others with critical information concerning the changes in patterns of the use and abuse of these harmful substances and behaviors. Second, the survey assesses risk factors that are related to these behaviors and the protective factors that help guard against them." The preliminary snapshot of this data allows our school to recognize trends in concerning patterns among our students in regard to social and emotional well being, as well as engagement with school.
Other Indicators	Other indicators and parameters utilized by building administrators include SAP referrals, guidance counselor referrals and instructional group participation, teacher referrals and concerns, and parent referrals.

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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Regular progress monitoring and goal attainment measures, according to IEP stated goals, are reviewed frequently for students identified with disabilities. Benchmark assessments and summative assessments are also conducted with all district students.
Students from low-income families	School wide benchmark assessments are administered in literacy and mathematics three times annually to identify elementary and middle school students who demonstrate a deficit in grade level instructional progress. Assessments include benchmark and skills assessments, diagnostic assessments and summative assessment data.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students that have experienced challenges in participating with online instruction (when necessitated by the pandemic) have been tracked by participation and attendance data that are used in conjunction with academic progress data.

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 district intends to extend its after school offerings to students in grades 3-12 in an "After 3:00" program. The program will allow any interested student to participate in social, academic and emotional engagement activities that are provided by certified district personnel. Transportation and food will also be provided.

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.

Students who have suffered by lack of engagement with academics and socialization with others due to Covid 19 and resulting distanced learning.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Summer school options for learning for all grade levels of district students.

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 who were impacted by segments of instruction offered virtually during 2020 and 2021

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Resource selection and updates to instructional resources designed to increase student engagement

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.)

In making decisions regarding the best use of funds in response to and preparation for the Covid 19 pandemic, the district has met with stakeholders to create a health and safety plan. These meetings included local service and health providers, teachers, administrators, board members and additional school staff. As a result the group has discussed projects and resources necessary for continued face to face instruction with emphasis on a safe return to school with continued adherence to social distancing, sanitization and ventilation. This includes both school day and after the school day activities. This group met a variety of times over the course of a year to improve the plan according to local and national Covid conditions, recommendations and mandates. Groups of stakeholders have also met to review student data on attendance, mental health and behavioral referrals, mental health indicators, and academic assessments in order to respond to the impacts of Covid 19 on students and families. These stakeholders include district building administrators, the special education director, the superintendent, maintenance and janitorial staff, counseling staff, local service agency representatives, Central Fulton School District board members, parents, teachers, and school mental and physical health providers. Finally, a presentation was made sharing the proposed spending in an open board meeting on Wednesday, November 10, 2021. The final grant applications are made available on the school district website for parents and community to review.

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)**

The proposed spending for items in both the ARP and the 7% set aside allocations were shared in a public board meeting that allowed for public content. The applications will be posted on the district website at www.cfsd.info for public review and comment. District parents were included in stakeholder meetings prior to proposal of the spending of funds. In addition the district used local survey data from parents and students to identify the needs of families and students in response to local conditions and challenges both related and unrelated to the Covid 19 pandemic.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The health and safety plan designed by all of the aforementioned stakeholders has been posted on the district website, approved by the acting school board members, and shared with the public in open meetings, allowing for public comment. The Superintendent makes weekly district wide calls to families and employees on the current state of district virus spread and shares news and updates on that call as well as district social media sites and the district website (www.cfsd.info). The proposal for the ARP ESSER funds, after multiple stakeholder input meetings with all stakeholders encouraged to provide input, was shared in an open board session, with public comment permitted. The spending proposal was displayed visually for meeting attendees to review, along with board members, attendees and administration. The final submission of the ARP ESSER and set aside applications will be posted on the district website for public viewing and comment.

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 ARP 20% funds that will respond to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed and were exacerbated by Covid 19 include the following areas: *Intensive training for teachers in effective student engagement strategies (both technology and non technology based), different types of assessments, and data based instructional lesson planning over the course of the grant period *Training for special education teachers in an evidence based intervention program (Wilson Reading) *Special education assessment resources *Funding for intensive after school tutoring programs and engagement programs (from professional district employees) for both targeted students and for all students in an after 3:00 program *Job coaching sessions for special education transition students *Quality online curriculum and instruction for students and families who are uncomfortable in sending their children to school with current pandemic or social situations Two buildings exist in the district that do not share overlapping grade levels. Resources from ARP funding benefit the needs of students in both buildings and across all grade levels, based on the particular need. Special emphasis has been given to those specifically highlighted in the grant narratives and goals (those identified with special needs, low income students and those with measurable academic deficits and engagement deficits as a result of pandemic impacts). The district's primary goal is to maintain in person instructional opportunities for ALL district children and to provide additional supports to those who have demonstrated a temporary or lasting impact from previous pandemic school experiences (mental, physical health or academic). Student data from various sources is employed to measure the impact of lost engagement or instruction on students. Those same data collection devices continue to be utilized to measure growth and the impact of scaffolded instructional supports, resources and programs. The district employs PBIS initiatives in both school buildings to build community, encourage positive interactions and reward students for positive interactions and decision making.

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: A portion of the remaining funding will be utilized for specific electronic access for parent communication with the district. This will allow better positive engagement with families during normal operation, as well as during any times of urgent notification. Access to instruction: Funding will be used to sustain district instructional platforms and resources for quality face to face instruction utilizing both technology based and non technology based materials. Literacy materials will be purchased for elementary and middle school students, online subscriptions will be continued for district electronic curriculum resources, and devices will be updated in later years of the grant to continue with teacher and student access to online platforms and electronic engagement opportunities. Additionally, funding will be utilized to pay for the larger need for substitutes for qualified instructors in classrooms given the shortage of teachers nationwide and due to pandemic impacts on the health of current staff. Mitigation Strategies: Funding will be used for cleaning supplies, low contact equipment and PPE to continue to effectively social distance, to mitigate disease spread and to sanitize effectively in to maintain face to face instruction full time safely in all district buildings. This also includes the contracted costs to complete an outdoor classroom available for instructional purposes. This area also includes funding directed to maintain district safety of students and staff. The largest mitigation proposed expenditure is for individual purification units in restrooms and instructional spaces to purify air for students and staff. The small units in each area will clean the air to allow for safe continued face to face instruction with purification systems to assist in the elimination of disease transmission. Facilities Improvements: Three facilities improvement prior approvals have been included in this portion of the grant and added as addendums to the project. One includes a request for two scrubbers to prevent any disease spread and maintain sanitization standards to reduce the risk of virus transmission in both buildings of the LEA. A second prior approval has been added for the repair and upgrade of sound capability in a area of the building that is utilized for both instruction for students and parent/community involvement in student activities. Finally, a third prior approval has been attached to replace a panel in the HVAC system in the district high school. The panel controls the effective ventilation of air and air flow into the building and classrooms.

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.**

Project #: 223-21-0073
Agency: Central Fulton SD
AUN: 111291304
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,690,246	20%	338,049

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	Data will continue to be collected and analyzed by building and district administrators along with classroom instructors and guidance counselors in an effort to continue to provide necessary supports and extended learning opportunities for students in the district. Elementary and middle school students are assessed with benchmark assessments and in many cases progress monitoring data to determine individual academic growth. Assessment data is tracked and maintained by student with building level benchmark and growth assessments to determine instructional need. Students with individual educational plans are progress monitored regularly for progress toward individual IEP goals.
Opportunity to learn measures (see help text)	All students in the district have been provided personal electronic devices in the event of the need for both past and future individual quarantine or at large at home learning periods. District educators and paraprofessionals have received and will continue to receive training in engagement strategies for highly effective instruction in both face to face and virtual formats. Families with barriers are provided hotspots by the district to access the internet and allow for online learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two jobs (2 FTEs) are being funded in conjunction with Americorps for a middle school and elementary student assistance provider. The funding will support 2 full time personnel who will provide before, during and after school assistance to students identified as needing additional learning opportunities. The after 3:00 program will provide the equivalent of 1.85 FTEs for current employees who will extend their school day to assist with tutoring and programming. Additional jobs created include two after school professional teachers, one professional site coordinator and two learning assistants to operate an after school program for academics, emotional wellness and social engagement activities.
Participation in programs funded by ARP ESSER resources (e.g., summer and	ARP/ESSER resources are allowing the district to fund and operate after school tutoring programs (2 days per week) for those needing academic assistance, an after 3:00 engagement program four days per week for ANY student interested, summer school for any and all interested students

	Data Collection and Analysis Plan (including plan to disaggregate data)
after school programs)	(K-12) and transportation for each of the 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

\$1,690,246.00

Allocation

\$1,690,246.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,625.00	Special Education Assessment Materials for K-12 students in setting benchmarks and measuring instructional gains for IEP goals.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$5,250.00	Wilson Reading Training
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$135,000.00	Elementary Literacy Instruction Resources to include guided reading materials and core reading instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,000.00	Middle School Literacy Instruction Resources to include core reading instruction materials
			Student Chromebook

Project #: 223-21-0073
Agency: Central Fulton SD
AUN: 111291304
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$282,000.00	Replacement (Grades second through fifth due to depletion of useful life and Staff Laptop Replacements via predicted useful life replacement cycle
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$407,402.00	Online Platforms for Instruction (EduPlanet, Edgenuity, canvas, Xello, Google Suite)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$28,512.00	After 3:00 Program Salaries Yr 2
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$15,264.00	After 3:00 Program Related Benefits
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$9,600.00	After 3:00 Program Supplies for students (activity materials/snacks)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Professional Development for staff to include curriculum writing, new reading material resource training, and student engagement training to all instructional staff
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$7,500.00	After School Tutoring in both the middle school and elementary school by current school instructional staff

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$66,000.00	Americorp Workers (partially subsidized government program school workers who assist students with in class and after school instructional support) This is the schools portion of two workers for two years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Transition Services for Special Education Students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$60,000.00	Substitute costs- covid related absences
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$17,500.00	Parent Communication software/ Apptegy software application
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$35,000.00	Outdoor Classroom Costs to include student materials, instructional resource set up costs and ground covering)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,000.00	Online instructor salary cost for our in-house virtual academy option for students/families who choose the virtual option instead of face to face instruction

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		\$1,182,653.00	
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Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,690,246.00

Allocation

\$1,690,246.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$105,000.00	Cleaning supplies, masks, gloves, and sanitizer for both buildings of the LEA
2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Low contact cafeteria equipment and interface system for students and staff to use during breakfast and lunch times
2600 - Operation and Maintenance	600 - Supplies	\$1,500.00	Portable tables and chair cart for use during lunch and breakfast times for socially distanced student seating
2600 - Operation and Maintenance	700 - Property	\$25,000.00	HVAC Repair - as described in the sub grant attached
			Approximately 115 individual room air purifier units for each

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$222,000.00	classroom in both buildings that help to purify/clean the air circulating within that individual space
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$10,272.00	Transportation for After 3:00 Program
2600 - Operation and Maintenance	700 - Property	\$22,000.00	Two auto Scrubbing floor scrubber units as per Sub Grant Application
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$57,963.00	Contracted costs for student safety initiatives (resource officer and safety upgrades to district lighting)
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$48,858.00	Improvement to sound system in the large group area in the high school building per sub grant application
		\$507,593.00	

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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	\$75,000.00	\$0.00	\$75,000.00	\$282,000.00	\$0.00	\$575,902.00	\$0.00	\$1,007,902.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$45,250.00	\$0.00	\$0.00	\$2,625.00	\$0.00	\$47,875.00
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	\$36,012.00	\$15,264.00	\$66,000.00	\$0.00	\$0.00	\$9,600.00	\$0.00	\$126,876.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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	\$57,963.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,963.00
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	\$343,500.00	\$47,000.00	\$390,500.00
2700 Student Transportation	\$0.00	\$0.00	\$10,272.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,272.00
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	\$48,858.00	\$48,858.00

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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
	\$111,012.00	\$15,264.00	\$254,485.00	\$282,000.00	\$0.00	\$931,627.00	\$95,858.00	\$1,690,246.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,690,246.00