

Grant Title:	American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)	Total Allocation:	\$1,199,140.00	Workflow Step:	DFP Approval Complete	Actions...
		Award Amount:	\$1,199,140.00	Status:	Completed	
		Awarded Date:	3/13/2020			
Agency:	Fairview SD	Awarded Status:	Approved			
Project No:	223-21-0143					
Type:	Original					

Section: Assessing Impacts and Needs

Status: Complete

Group:

Agency: Fairview SD

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	We have analyzed MAP data, 2021 Spring PSSA data, 21-22 Keystone data, Acadience data, and other local assessments to identify areas of need for instructional loss. We will continue to look at this data as we are able to assess students more regularly, then upon implementation of our programs we will look for growth on these assessments
Chronic Absenteeism	We will analyze local PA Youth Survey Data (PAYS) along with regional and state data to follow how absenteeism is affecting the lives of students. Annual year-end state reports will be analyzed.
Student Engagement	We will analyze local PA Youth Survey Data (PAYS) along with regional and state data to follow how student engagement has been affected. Local surveys will be used to analyze connectness of our students to our staff.
Social-emotional Well-being	We will analyze local PA Youth Survey Data (PAYS) along with regional and state data to follow how the students mental health is affected. We are implemented mental health screeners in k-12, 3 times per year, to monitor mental health.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Increase the frequency of progress monitoring to identify learning gaps. Increase the availability of summer programs for these students. Increase the availability of tier 3 instructional programs that coincide with tier 1 and 2 programs.

Students from low-income families	Increase the availability of summer programs for these students. Increase the availability of tier 2 instructional programs that coincide with tier 1 programs. AmeriCorps members in the district are given a caseload to support socio-economic students.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Student who have missed the most remote instruction due to traumatic events in the household have been affected so we have and will continue to offer support through AmeriCorps members in our building along with summer programming.

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 number one priority is keeping students in person for instruction. Any measure we can take to keep students in our buildings, with our teachers is beneficial to their academic needs, their social needs, and their mental health.

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

Second strategy to support learning loss in K-3 classrooms. To do this we have set up and want to continue with a summer remediation program that includes high quality intervention instructional resources.

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 missed a lot of class during the pandemic

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

Academic Impact of Lost Instructional Time

Chronic absenteeism

Student engagement

Social-emotional well-being

Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

Students from low-income families

Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

Gender (e.g., identifying disparities and focusing on underserved student groups by gender)

English learners

Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))

Students experiencing homelessness

Children and youth in foster care

Migrant students

Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Message Board

Author

Message

Type

Date

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Section: Engaging Stakeholders in Plan Development	Status: Complete
Group:	Agency: Fairview SD

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.)

We have consulted with our Intermediate Unit to publish a survey that would help us identify areas of priority that would meet the grant requirements and some of the district needs. Those surveys were pushed out to our parents and staff. We did allow some community members access to the survey. We are operating under the philosophy that our board of directors are our voice to the community. We allow them to provide feedback from the community and we use that format to share information with the community.

* **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)

We have multiple ways to gather public input, as stated previously, the monthly school board meetings allow us to share with the public and gather public input. In addition to that, our administrators have open lines of communication with the public. There has been no shortage of public emails and phone calls with opinions on how to spend the money. Typically, those comments fall under the learning loss and mental health areas already identified.

* **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)**

A brief presentation to the board will take place and that presentation will be published on our website along with the recording of the board meeting. As always, we will condense that information down to a manageable amount to make it presentable to the public. Our website has accessibility features built-in to allow for text to speech functions and other adaptations. We always make ourselves available to ensure access for all.

Message Board

Author	Message	Type	Date
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Section: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Status: Complete

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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.

Our goal is to provide the teachers and support staff with the necessary tools to dive deep into current grade level curriculum while they are identifying and assessing lost skills for students. We do intend to strengthen our core early phonics and phonemic awareness curriculum. Beyond that, a transition to the tier 2 resources for Wilson reading will be purchased to provide intervention for students when necessary. In addition to the phonic and phonemic awareness curriculum, we are implementing intervention math curricular resources, Number Worlds, which coincides with our core MyMath program. In our district, we have focused a lot of these interventions on low socio-economic students while also identifying any student, in any demographic category that may need the extra support. In addition to the in-school supports, we understand that a group of students have been impacted with the loss of instruction time simply because they are uncomfortable with attending in person instruction. In these instances, we have contracted with a local cyber school provider so that can maintain a consistent educational environment for students who do not attend school in person. We have contracted with Warren County School District to participate in their cyber program. Lastly, during the summer of 2021 we launched a summer academy and will do the same in the summer of 2021. In this academy, we use multiple assessment tools to identify students in K-4 who have deficiencies in reading and/or math. We contract with AmeriCorps to bring in pre-service teachers to run the summer academy. The ESSER funds will be used to address mental health in the 3 areas of prevention, identification, and treatment. In order to establish a prevention measure, we want to incorporate Positive Behavior Intervention Support (PBIS) to make sure we prevent some instances of mental health needs as we move forward. This research based program will allow our staff to address the students behavior needs in a consistent manner. The identification component will come in the form of mental health screeners. We are leaning toward the BASC/BESS and the BH works screeners. We also will focus on intervention programs, such as, check and connect or zones of regulation. As for treatment, we will increase our SAP hours and look to contract with an outside provider that can meet our needs for tier 3 counseling support. It would be our goal to have services in each of our 3 buildings to address tier 2 and tier 3 mental health supports and eventually have a contract to provide the medication component of treatment.

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

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

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional

delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.

- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The remaining funds will cover three areas. 1. The cyber academy will provide access to consistent instruction for those populations that cannot access in-person instruction. We will contract with Warren County Cyber Services to provide content. Along with our cyber academy, we will desegregate data for students in underperforming groups, such as, low socio-economic students that seem to be the most underserved in our district. 2. As we prepare for in person instruction with a mask optional approach, we intend to purchase KN 95's for any student who wants to wear one. 3.. Indoor Air Quality- we want to improve our HVAC system in our middle school. The system is quite dated and cannot keep up with the air filtration that this pandemic has exposed us all to. The ESSER funds will be used to address mental health in the 3 areas of prevention, identification, and treatment. In order to establish a prevention measure, we want to incorporate Positive Behavior Intervention Support (PBIS) to make sure we prevent some instances of mental health needs as we move forward. This research based program will allow our staff to address the students behavior needs in a consistent manor. The identification component will come in the form of mental health screeners. We are leaning toward the BASC/BESS and the BH works screeners. We also will focus on intervention programs, such as, check and connect or zones of regulation. As for treatment, we will increase our SAP hours and look to contract with an outside provider that can meet our needs for tier 3 counseling support.

*** 9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not

include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

Not applicable

*** 10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,199,140	20%	 239,828

Message Board

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Section: ARP ESSER Assurances

Status: Complete

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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.

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✓ 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.

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✓ 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.

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✓ 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.

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✓ 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).

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✓ 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.

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✓ 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.

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

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✓ **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.**

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✓ 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.

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✓ 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.

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✓ 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.

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✓ 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.

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✓ 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.

Message Board

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[Actions...](#)
Section: Instruction Expenditures
Status: Complete
Group:
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BUDGET OVERVIEW

Budget \$1,199,140.00

Allocation \$1,199,140.00

Budget \$0.00

Over(Under)

Allocation

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$25,000.00	Warren Cyber Academy
1000 - Instruction	600 - Supplies	\$10,000.00	Mental Health Tier 2 supports

1000 - Instruction	600 - Supplies	\$15,000.00	Number Worlds and other math remediation
1000 - Instruction	600 - Supplies	\$15,000.00	Tier 2 Wilson materials
1000 - Instruction	600 - Supplies	\$5,000.00	Mental Health Screening tools
1000 - Instruction	300 - Purchased Professional and Technical Services	\$200,000.00	Mental Health Rooms in each building consisting of tier 2 and tier 3 support. Working on an AHN Partnership-Chill Project.
		\$270,000.00	

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Type: Original

Total Allocation: \$1,199,140.00

Award Amount: \$1,199,140.00

Awarded Date: 3/13/2020

Awarded Status: Approved

Workflow Step: DFP Approval Complete

Status: Completed

[Actions...](#)

Section: Support and Non-Instructional Expenditures

Status: Complete

Group:

Agency: Fairview SD

BUDGET OVERVIEW

Budget \$1,199,140.00

Allocation \$1,199,140.00

Budget \$0.00

Over(Under)

Allocation

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	400 - Purchased Property Services	\$916,140.00	HVAC upgrade
2400 - Health Support Services	600 - Supplies	\$3,000.00	KN 95 masks

2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$10,000.00	SAP hours
		\$929,140.00	

Message Board

Author

Message

Type

Date

Grant Title: American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)

Agency: Fairview SD

Project No: 223-21-0143

Type: Original

Total Allocation: \$1,199,140.00

Award Amount: \$1,199,140.00

Awarded Date: 3/13/2020

Awarded Status: Approved

Workflow Step: DFP Approval Complete

Status: Completed

[Actions...](#)

Section: Budget Summary

Status: Complete

Group:

Agency: Fairview SD

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	\$225,000.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$270,000.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Programs									
1800 Pre-K	\$0.00	\$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	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$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	\$3,000.00	\$0.00	\$3,000.00	
2500 Business Support Services	\$0.00	\$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	\$916,140.00	\$0.00	\$0.00	\$0.00	\$916,140.00	
2700 Student Transportation	\$0.00	\$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	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$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	\$0.00
3200 Student Activities	\$0.00	\$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	\$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	\$0.00
	\$0.00	\$0.00	\$225,000.00	\$916,140.00	\$10,000.00	\$48,000.00	\$0.00	\$1,199,140.00	
				Approved Indirect Cost/Operational Rate:				\$0.00	
				0.0000					
				Final				\$1,199,140.00	

Message Board

Author**Message****Type****Date**

