

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	The academic impact of the pandemic in terms of lost instructional due to quarantines and remote learning has been dramatic. PHP has used the following methods to understand these gaps and make data-informed action plans to address these losses: 1) Administered NWEA Methods of Academic Progress assessments in Math and ELA; 2) Administered Fountas & Pinnell Benchmark Assessment Systems to assess reading proficiency; 3) Administered Interim Assessments in Math for 2nd and 3rd grade student to gauge Math proficiency; 4) Closely analyzed quizzes and exit tickets; and 5) Shifted to competency-based report cards for all subject areas.
Chronic Absenteeism	PHP closely tracks attendance data both while in in-person and in virtual learning. Our Student Assistance Program Team analyzes these data and works closely with our MTSS and Culture Team to determine needed supports to address students who are chronically absent. We have also partnered with Project Go to provide additional interventions.
Student Engagement	Student engagement is a driver of multiple indicators listed here including academic performance, attendance, and SEL. In addition to the metrics we're gathering to measure those outcomes, we have also implemented a Panorama survey of student to understand their level of engagement and feelings about school. At a higher level, we look at student retention as a major indicator of student and family engagement and satisfaction.
Social-emotional Well-being	Social and emotional learning gaps are urgently clear upon students returning to full-time instruction in the fall of 2021. The following sources are driving our understanding of the pandemic's impact and corresponding needed interventions: 1) Overall MTSS data; 2) culture referral data; 3) counseling data; 4) teacher reflections; 5) family surveys and reflections; and 6) student surveys and reflections.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress reports including a focus on academic progress (measured by metrics listed above) and other goals included in plans (social emotional and physical) as well as reflections from family and case managers.
Students from low-income families	1) Academic data (Reading benchmark data including running records, Fountas and Pinnell's normed grade instructional levels, NWEA MAP data, report cards), 2) attendance data; 3) MTSS data; 4) culture referral data; 5) Family and student survey data
Students experiencing homelessness	Data points listed above for students who are low-income as well as holistic supports and usage of McKinney-Vento Act resources and to ensure holistic support and full access and participation in the school community.

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	An "Accelerate to Remediate" Instructional Approach: We are working to meet children where they are academically to drive their growth. Yet, rather than remediate knowledge gaps, we will ensure all students have access points for grade level content. We will do this through a heavy investment in teacher development, a focus on planning for scaffolding and differentiation, implementation of a prescribed scope and sequence with flex time built in for response to data, and improved and increased small group teaching throughout the day. Data will drive decision making and interventions.

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	Relationships & Routines. We will create a loving, consistent and predictable culture built on relationships and routines. We will monitor student needs and behavior, and layer additional support. We will ensure our children are seen in our schools; creating equitable, inclusive and joyous environments where our differences are named and valued.

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	

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.)

As a new school, stakeholder input is at the core of our growth and development. To gather input on the initial implementation of these ARP ESSER funds, we have conducted the following:

- Leadership Team Input Session on November 10th (Executive Director, Head of School, Director of Operations, Dean of Culture, Dean of Academics, and Associate Dean of Student Supports)
- Teacher & Staff Input Session on November 16th (13 teachers and staff members attended)
- Family Input Session on November 19th (3 families attended)
- Family Interviews & Input Sessions – Spring 2022
- Teacher Interviews & Input Sessions – Spring 2022

We will continue to engage stakeholders throughout our implementation period through input sessions, surveys, focus groups, and individual meetings.

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 sessions listed above provided critical input to understanding our challenges, needs, and potential solutions or experiments. Leadership has compiled these reflections to develop immediate and long-term plans. Many of these initiatives are included in the ARP ESSER Fund plans, including hiring strategic content interventionists and team members to support social emotional development.

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)**

PHP will craft the LEA Plan for the deployment of ARP ESSER Funds and distribute to families through a ParentSquare communication. ParentSquare provides a mobile app, text message, and email alert that is translated into preferred home languages. We will also post on the website.

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.

PHP plans to invest the 20 percent reservation (\$377,050) into two primary evidence-based interventions: 1) Our strategy of “Accelerate to Remediate” requires an intensive investment in teacher training in effective differentiated instruction and data analysis to target our most at-risk students disproportionately impacted by the pandemic and lost instructional time. To do this, we have invested in a leader training coaching program, Skyrocket, that brings together clear data cycles, frequent real-time feedback during observations, written feedback aligned with the Danielson Framework, in-person reflections, and intensive practice sessions. Our goal is to now multiply this approach throughout our building by onboarding two academic coaching leads, Associate Deans, to provide intensive coaching of teachers in this model. This work will enable us to build and implement a schedule designed around highly effective small group interventions in line with a Response to Instruction and Intervention model. 2) Summer programming modeled after our intensive summer experiencing programs in 2021 that targeted both academic and social and emotional needs. To prepare for the Summer 2021, PHP hired a teacher to serve as a Summer Programs Coordinator and coordinate individualized summer plans for over 200 students. School Leadership and the Summer Programs Coordinator reviewed attendance data and benchmark testing to identify students with academic needs. We then met with teachers and the school social worker to recommend students who could benefit from academic, social emotional or trauma supports. Finally, we surveyed all families to sign up for in-person and remote programming that met their family’s individual needs. Students experienced variety of challenges during the pandemic. Rather than provide a once-size-fits-all approach to student need, PHP believed in providing curated summer experiences. Some students needed the opportunity to socialize with peers. Others needed significant academic interventions. Others needed therapeutic supports to address deep trauma. Some students needed a layered approach of many of these opportunities. By coordinating inputs between leadership, teachers, and families, we were able to design experiences that met a variety of student needs including a full-day, five days per week summer program that provided ELA and math small group instruction (4 hours) and summer athletic and recreational activities (4 hours), online tutoring, and referrals to a variety of community-based programs.

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.

As a new school starting with a small enrollment, Philadelphia Hebrew Public has relied both on an infusion of philanthropy and a nimble team to make our model possible until we reach full scale. The pandemic has threatened our funding model significantly by removing major philanthropic sources and requiring substantially more resources to meeting the academic, social emotional, and health and safety needs of our community. Additionally, as ESSER funds are applied to the School District of Philadelphia to supplant current funding, the projected per pupil allotment has decreased significantly exacerbating funding gaps (current projections for the FY23 school year include a decrease of 12% in regular education funding). Based on current projected cuts, Philadelphia Hebrew Public anticipates \$2,248,739 in lost local and state funding due to the district using ESSER to supplant current spending (FY22 - \$192,567; FY23 - \$901,373; and FY24 - \$1,154,800). These factors compound the reality of one of the lowest per pupil funding models in the state for students experiencing significant need. Consequently, ESSER funds will go to filling some of these gaps so that we do not have to further increase class size or lay off essential personnel in this time of crisis and hopeful recovery.

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	1,886,589	20%	377,318

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	Fostering a data-driven culture has been our team's priority for the past two years. Our Leadership Team and Instructional Leadership Team collects and regularly analyzes by subgroup the following data points throughout the year: 1) Academic data (Reading benchmark data including running records, Fountas and Pinnell's normed grade instructional levels, NWEA MAP data, report cards), and 2) attendance data
Opportunity to learn measures (see help text)	Our Leadership Team has taken a holistic approach to monitoring access to our program especially with the pandemic's additional barriers to entry. Our team reviews the following data: 1) Usage of school-issued Chromebooks for home learning; 2) Usage of school-provided internet and hotspots; 3) MTSS data; 4) culture referral data; 5) Family and student survey data
Jobs created and retained (by number of FTEs and position type) (see help text)	The Leadership Team in conjunction with the Hebrew Public Talent Team reviews our staffing model on a biweekly basis to review hiring priorities, retention efforts, and shifting staffing model needs, including positions created from ESSER funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Our Summer Program is led by a member of our Leadership Team and a Summer Program Coordinator who track program enrollment, attendance, and outcomes from interventions. These data are presented to our full Leadership Team and Board of Trustees at the conclusion of the session and inform future planning.

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

\$1,886,589.00

Allocation

\$1,886,589.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$275,000.00	Salaries for 4 Kindergarten Teachers FY24 & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$82,500.00	Benefits for 4 Kindergarten Teachers FY24 & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$329,250.00	Salaries for 3 First Grade Teachers FY23, FY24, & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$61,875.00	Benefits for 3 First Grade Teachers FY23, FY24, & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$206,250.00	Salaries for 3 Second Grade Teachers FY24 & FY25 (revenue loss)

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$61,875.00	Benefits for 3 Second Grade Teachers FY24 & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$206,250.00	Salaries for 3 Third Grade Teachers FY24 & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$12,375.00	Benefits for 3 Third Grade Teachers FY24 & FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$41,250.00	Salaries for 3 Fourth Grade Teachers FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$12,375.00	Benefits for 3 Fourth Grade Teachers FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$137,500.00	Salaries for 12 Hebrew and Special Teachers FY25 (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$43,089.00	Benefits for 12 Hebrew and Special Teachers FY25 (revenue loss)
		\$1,469,589.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,886,589.00

Allocation

\$1,886,589.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$300,000.00	Salaries for 2 Learning Intervention Coaching FY23 & FY24 (learning loss set aside)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$9,000.00	Benefits for 2 Learning Intervention Coaching FY23 & FY24 (learning loss set aside)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$90,000.00	Summer School Stipends FY23, FY24, & FY25 (learning loss set aside)
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$18,000.00	Summer School Supplies FY23, FY24, & FY25 (learning loss set aside)
		\$417,000.00	

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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	\$1,195,500.00	\$274,089.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,469,589.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$390,000.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$417,000.00
2200 Staff Support 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
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
	\$1,585,500.00	\$283,089.00	\$0.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$1,886,589.00

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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
				Approved Indirect Cost/Operational Rate:				\$0.00
				Final				\$1,886,589.00