

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, School Entities 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 School Entity will make its School Entity 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 School Entity, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders.

(Stakeholders include students; families; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, 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.)

Royer-Greaves, through task force meetings, consultation with educational and health experts, community members, and staff, has sought to gain insight and understanding of the needs to improve to the best of our ability, safety and security throughout the campus. We have reviewed our concerns and sought input as to how technology may be able to help support social distancing, improve communication, and help gain further safety assurances for our school community. Multiple specialists have toured our campus to gain firsthand knowledge to help guide Royer-Greaves.

5. Use of Stakeholder Input

Describe how the School Entity has taken or will take stakeholder and public input into account in the development of the School Entity Plan for the Use of ARP ESSER Funds.

Over the past year, the board, Royer- Greaves' families, and staff, have identified needs in the area of safety and security on our campus. Cited is the need to monitor activity while maintaining mitigations, including social distancing. Specialists' proposals have been reviewed. As we progress, we will continue to seek input to assure the plan meets and addresses needs.

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

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly available on the School Entity website and submitted to PDE within 90 days of School Entity 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.

Royer-Greaves has developed and made publicly available on our website a Safe Return to In-Person Instruction and Continuity of Services Plan. This plan was reviewed and approved by our board of directors. The plan will be reviewed with a frequency of no more than once every six months. Similarly, Royer-Greaves will post the Plan for Use of ARP ESSER Funds on the website within 90 days of receipt of the ARP ESSER funding. Royer-Greaves will provide the information in an alternate format (e.g. audio, enlarged print, braille, second language) for those parents who request it.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, School Entities 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 School Entity plan for the use of ARP ESSER funds, that address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity 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, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the School Entity 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, as applicable? Consider the School Entity’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity 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 School Entity's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
	<p>Campus Technology Expansion: Royer-Greaves seeks to support priority school facility repairs and improvements. Our buildings' entrances are all single door access, which has impacted our ability to maintain social distancing for entry and exit. Staff must physically go to the door, open it and assess the situation to determine if the person is appropriate to enter. Social distancing is not possible. The entrance is neither safe nor secure. We also lack visual or</p>
<p>Plan for Funds</p>	<p>Explanation</p>

<p>Facilities Improvements</p>	<p>video monitoring of activities on campus; additional video technology will allow staff to monitor students, staff, and visitors, to assure activity is normal and safe for everyone who is on site. Video surveillance will allow us to enforce school policies and procedures with accountability. As students get older and more rule-resistant, it can be especially difficult to make sure the school body is behaving appropriately. Itemized Needs: Samsung Exterior cameras- Hanwha TechLink with hanging caps, mounts, lens- \$9496; Cabling \$3968.</p>
<p>Staff Recruitment, Support, and Retention</p>	<p>Professional Development: Royer-Greaves School for Blind, an Approved Private School, provides ongoing individualized instruction to students who are visually impaired and who also have profound physical and/or developmental disabilities, thus requiring more intensive, individualized attention and education. Our school seeks to maintain, develop, and expand the skills of our school staff. Implementing research based instructional, behavioral, data collection and analysis. Following a targeted program review, including focus groups, observation, and record review, the Chester County Intermediate Unit will provide a summary report and an action plan will be developed to address any identified areas of growth. Staff support will then be implemented to address program and staff needs. It is anticipated that the program/staff support will be a multi-year project, to allow for training, implementation, and monitoring as well as stakeholder satisfaction. Itemized Need: Chester County Intermediate Unit Training: \$ 3103.00.</p>
<p>Access to Instruction</p>	<p>Student Technology Replacement/Additions: Royer-Greaves' student enrollment continues to increase. Our student needs are complex with specialized needs to access the curriculum. Technology continues to develop and allow greater opportunities for our students. We seek to replace old and add new iPads and laptop/computers for our students. Larger screens and touch access is necessary due to motor and visual deficits This will allow teaching and learning methods and instruction to remain current with best practice. Itemized Needs: iPad Pro \$ 750 each x 3 - \$2250: iPad \$450 each x 3 = \$1350.</p>

Plan for Funds	Explanation
Continuity of Services	<p>Outdoor Recreational Program: Our students' complex and severe disabilities negatively impact their ability to participate in traditional outdoor activities including walking, running, and sports due to the limitations of traditional outdoor equipment and materials. Royer-Greaves seeks to support social and physical fitness with specialized outdoor equipment to support student motivation as well as engagement through physical and social activity and engagement. Itemized Needs: Invigorate Elliptical \$4314; Invigorate recumbent bike \$3123; Invigorate strider \$3641</p>

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, School Entities are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

8. Capacity for Data Collection and Reporting

School Entities 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 collection/ progress monitoring on student IEP goals and objectives. PDE assessment – PASA Formative and summative data. Attendance for in-person, virtual, and hybrid programs.
Opportunity to learn measures (see help text)	Data for Extended School Year attendance. Data for attendance to specialized vocational and other individualized educational programs
Jobs created and retained (by number of FTEs and position type) (see help text)	None
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Progress monitoring, attendance data will continue to be collected during the Extended School Year

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

School Entities that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

No

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project

Section: Narratives - Health and Safety Plan Upload and URL

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "***School Entity Name-Health and Safety Plan***"

School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.

<https://royer-greaves.org/wp-content/uploads/2021/08/20210826131741789.pdf>



Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$31,245.00

Allocation

\$31,245.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,250.00	iPad Pros \$750 each x3 = 2250
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,350.00	iPad \$450 eachx3 = \$1350
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,314.00	Invigorate Elliptical - \$4314. Outdoor excercise equipment.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,123.00	Invigoraate recombant bike - \$3123. Outdoor excercise equipment
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,641.00	Invigorate strider - \$3641
		\$14,678.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$31,245.00

Allocation

\$31,245.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,103.00	Professional development: training for implementing best practice for instruction of students with complex and severe needs. \$3103
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	600 - Supplies	\$13,464.00	Video surveillance cameras and cable/supplies \$13,464
		\$16,567.00	

	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
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	\$13,464.00	\$0.00	\$13,464.00
	\$0.00	\$0.00	\$3,103.00	\$0.00	\$0.00	\$28,142.00	\$0.00	\$31,245.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$31,245.00

