

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 lost instructional time will be determined by comparing a combination of state tests results and local assessments. Data will be disaggregated by grade level and content area to, vertically and horizontally, to identify potential learning gaps. Preliminary data from Acadience Reading, MAPs, and PSSAs suggest that secondary students experienced greater academic loss than elementary students, and that mathematics instruction was negatively impacted to a greater degree than English Language Arts instruction. The District also participated in the PVAAS data analytics project by uploading three years' worth of local assessment data to gain greater insight about the academic impact of lost instructional time.
Chronic Absenteeism	In general, attendance increased during the 20-21 school year because the District implemented a hybrid learning program where students could log into classes remotely to attend school and participate in classes through the Microsoft Teams platform. This decreased what could have been a greater chronic absenteeism problem. However, a number of students remained virtual throughout the pandemic, but did not log on to attend school as expected. These students were truant to an extensive degree and their academic performance suffered, leading them to be retained for the 21-22 school year.
Student Engagement	Student engagement was more complicated during times of remote learning. While teachers engaged in a great amount of live, synchronous instruction during the school day, and while most students did attend classes, student engagement was very difficult for teachers to monitor. They were presenting lessons while needing to monitor virtual images of 25 or more students in a TEAMS room. There was ample opportunity for students to disengage or become distracted in their often-unsupervised remote environment. This potentially explained some of the impact in student achievement scores decreasing over the 1.5 years.
Social-emotional Well-being	The shift to hybrid learning, decreased social interaction, and potential family hardships during the pandemic undoubtedly impacted the social-emotional well-being of students. School counselors and other school personnel have seen an increase in the need for students to receive counseling and other support services throughout the pandemic.
Other Indicators	The District also monitors student discipline incidents for the Safe Schools reporting. During the pandemic, discipline incidents and suspensions decreased significantly. This may be due to a lack of social interaction among students and appropriate social distancing measures that have

	Methods Used to Understand Each Type of Impact
	been implemented in the school.

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
English learners	The WIDA Model will be implemented during the 21-22 school year to measure the growth of EL students in between the annual state WIDA assessments.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	The district will analyze data from the following assessments to determine the specific groups of students that were negatively impacted by the pandemic: Acadience Reading, MAPs, Classroom Diagnostic Tools, PSSAs, Keystone Exams, WIDA, WIDA Model, and Advanced Placement exams.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The district will analyze data from the following assessments to determine the specific groups of students that were negatively impacted by the pandemic: Acadience Reading, MAPs, Classroom Diagnostic Tools, PSSAs and Keystone Exams. For children who are not yet of school age, the District works closely with the preschools and DART program to identify and provide for the early learning needs of pre-school aged children.

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
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	Strategy Description
Strategy #1	<p>A summer school program was implemented during the summer of 2021 for students in grades K-6. The program provided students with supplemental instruction in reading and mathematics for two hours, four days per week. The social and emotional needs of participating students was also addressed through an hour for a social lunch period and unstructured, outdoor recess time. Older children also had the opportunity to attend recreational field trips with school staff to reconnect with nature and the community. The District will continue to provide for summer programs to address student learning needs.</p>

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

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

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families**
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- English learners**
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- Students experiencing homelessness**
- Children and youth in foster care**
- Migrant students**

Other student groups: (provide description below)

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

Students who have fallen behind in mathematics district wide, but large focus on elementary and middle school.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Before and after school tutoring will be provided on-site for students who experienced learning loss during the pandemic. Tutors will consist of certified classroom teachers, most often by teachers in the school, who will provide supplemental instruction to students in effort to address learning gaps identified through local and state assessment tools. IXL diagnostics will also be used to closely monitor student growth in specific skills.

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	Students will attend school in person five days per week during the 21-22 school year unless extenuating, unavoidable circumstances warrant. Bringing students back to in-person learning, while providing for a safe and healthy environment, will enable teachers to reconnect with students on a personal level, while addressing specific learning needs. Teachers will utilize IXL and the Classroom Diagnostic Tools to make data-informed decisions about the instruction that is provided daily in the classroom. Teachers will utilize data maps to chart where each child stands in relation to the degree of mastery in each of the PSSA reporting categories and Keystone anchors.

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.)

The district will use the comprehensive planning committee, administration, educator professional development committee, school board agenda items and public comment sessions during school board meetings to engage stakeholders in the plan for use of the ESSER III funding. The comprehensive plan and health and safety plan will be used as a resource for outlining the needs and goals of the district for closing the academic gap and addressing the social and emotional needs of the students and staff. The plan will be presented to the school board during a public meeting where comment will be welcomed to discuss the ongoing needs and plan for students who are impacted by the pandemic. The district will partner with community organizations for mental health support needed for students, staff and families. These needs will continue to be addressed over the next 3 years to continue moving forward academically and socially for everyone involved in the school district. Teachers, parents, students, union representatives, administrators, and board members will work together to develop the best comprehensive solution for the goal of improving the lives of all stakeholders, with special focus on the children

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)**

As the initial plan is developed, the findings will be posted on the district website. Public comment will be offered and accepted to continue with the changing needs of the students. The plan will be fluid throughout the process over the next few years as the needs become

more evident. Meeting will continue so dialogue is shared, and communication is not lost. As the pandemic continues to evolve, so do the needs of the students. Safety and well being will play a large part in the structure of the daily academic plan in all school buildings. Input from those inside the buildings as well as those at home will be necessary to maintain the integrity of the plan. These communications will be shared through the district website and meeting notes from the Board of Directors.

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

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

The development will be as described above through meetings with stakeholders. The plan will be submitted to the Board of Directors for approval and public comment will be welcomed and considered before final approval. The plan will continue to change as the needs of the students and staff change, as well as the health and safety factors surrounding the pandemic. Changes to the plan will be taken to the Board of Directors for further approval. The initial plan and any changes will be posted of the district website for anyone to read.

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.

c. The district will use the reserve funds to collect data for all students in the district to determine those who need extra instruction. Before and after school programs will be offered to these students using the reserve funding. Additional programs may be added if the number is consistent throughout the school year. Summer remediation will be offered to these students, as well as enrichment for those who have missed advancement opportunities due to the pandemic. All reserve funds will be used for this purpose.

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.

a. Infrastructure will be addressed with updated servers for data control and cyber theft prevention. These servers will also provide remote instruction for students at home that need access to specialized classrooms. When a closure or quarantine is necessary, online learning will be provided with the use of cameras, interactive boards, student devices and other technological equipment to ensure every student is able to participate in daily instruction. This will lower the absenteeism rates for students who are unable to come to the school building due to illness or exposure. Mental health therapy will be provided to students and staff in need of help for issues that have arisen from the Covid 19 impact. Therapists will be provided for by partnerships with local providers and the Allegheny Intermediate Unit. Tuition and transportation will be provided to students with severe needs who were unable to continue their education due to complications from the shutdown. Before and after-school programs will be provided to students who have been and will continue to struggle academically. Special focus will be given to student who are English language learners, students with disabilities and students from lower income families. Meal service will be provided for all families during any time of closure brought on by the pandemic. Nutritional guidelines set by the National School Lunch Program will be followed to ensure proper nutrition is offered. b. We will provide students with devices, hotspots for internet service at home, and other support when online or distance learning is difficult to impossible for the family. An online instructional model will be

offered to students who cannot attend school due to the pandemic. These reasons could be for physical, mental, or emotional reasons brought on by the Covid 19 virus. Staff salaries will be adjusted as necessary to provide tutoring, extra academic services, and additional support to students and families in need. c. The district will provide students with face masks, face shields, and wash stations to continue to create a safe and healthy learning environment. Transportation will be provided for students while continuing to maintain a safe distance for daily learning as well as before and after school remediation and tutoring. Supplies will be purchased to avoid sharing of items. Cleaning products that are effective against the Covid 19 virus will be used to keep all areas; especially shared areas clean. Professional development will be offered to new employees based on the current CDC guidelines regarding sanitizing. Current employees will be offered professional development based on changes from the CDC. Contact tracing will be followed to ensure all parties that may be exposed are contacted. d. The district will continue to replace air filters and UV lighting that helps prevent the spread of illness within the buildings. Water bottle filling stations, disposable cups, plastic gloves, face masks and shields, and sanitizing equipment will be utilized and replaced as necessary to continue the prevention of the spread of virus. HVAC system upgrades will continue to be explored.

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	2,284,082	20%	456,816

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	Student mastery and growth data will be collected using Acadience Reading, MAPs, The Classroom Diagnostic Tools, and IXL Diagnostics throughout the year. Regular data meetings will occur with teachers and administrators to analyze student growth through a data mapping process. Disaggregation of data for students based on socio-economic status, English Learner, and children with disabilities will be examined to ensure that growth is made by students who were negatively impacted to the greatest degree by the pandemic.
Opportunity to learn measures (see help text)	The Pennsylvania Technology Inventory Survey will collect data on the technology devices and infrastructure provided to students. A pre and post pandemic comparison will enable the district to identify improvements that have been made in the degree of access students have to virtual learning resources. The technology department also tracks a number of "hot spots" that have been procured and provided to low-income families, so that learning may continue for low income students beyond the school day.
Jobs created and retained (by number of FTEs and position type) (see help text)	Approximately 20 extra-pay-for-extra duty jobs will be created to provide the before and after school tutoring programs during the school year. Fifteen extra-pay-for-extra duty jobs were created for the summer program in 2021.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Summer programs will continue to be offered to elementary-aged children to provide supplemental instruction during the summer months. Student participation data will be collected and disaggregated by socio-economic status, EL, and children with disabilities status to ensure that students most impacted by the pandemic are served by the supplemental summer program.

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

\$2,284,082.00

Allocation

\$2,284,082.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$250,000.00	Salaries for staff including teachers and aides for before and after school programs, summer programs, and curriculum mapping.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,000.00	Salaries for staff including teachers and aides for before and after school programs, summer programs, and curriculum mapping
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$125,000.00	Benefits for staff including teachers and aides for before and after school programs, summer programs, and curriculum mapping
			Benefits for staff

Project #: 223-21-0266
Agency: Moon Area SD
AUN: 103026343
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,000.00	including teachers and aides for before and after school programs, summer programs, and curriculum mapping
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$415,000.00	Supplies for additional academic programs.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$40,000.00	Supplies to address needs of special education students regarding physical, mental and emotional needs arising from Covid 19
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$200,000.00	Tuition for students who need special circumstances outside of the district.
		\$1,105,000.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,284,082.00

Allocation

\$2,284,082.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$330,000.00	
2600 - Operation and Maintenance	600 - Supplies	\$50,000.00	
2200 - Staff Support Services	600 - Supplies	\$144,082.00	
2200 - Staff Support Services	700 - Property	\$400,000.00	
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$200,000.00	
2400 - Health Support Services	600 - Supplies	\$5,000.00	
2600 - Operation and Maintenance	700 - Property	\$50,000.00	
		\$1,179,082.00	

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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	\$250,000.00	\$125,000.00	\$0.00	\$0.00	\$0.00	\$415,000.00	\$0.00	\$790,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$50,000.00	\$25,000.00	\$0.00	\$0.00	\$200,000.00	\$40,000.00	\$0.00	\$315,000.00
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	\$0.00	\$0.00	\$200,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$144,082.00	\$400,000.00	\$544,082.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00
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	\$50,000.00	\$50,000.00	\$100,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$330,000.00	\$0.00	\$0.00	\$330,000.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$300,000.00	\$150,000.00	\$200,000.00	\$0.00	\$530,000.00	\$654,082.00	\$450,000.00	\$2,284,082.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,284,082.00