

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	<p>The Montrose Area School District has been using the iReady diagnostic assessment for both math and reading for all students in grades K-8 since June of 2020. We utilize this assessment for pre, mid, and post benchmarking purposes. Administrators and teachers meet to discuss the results of these assessments to identify gaps in learning, monitor and plan instruction, monitor and plan for our diverse student populations, and develop timely and responsive intervention programs to meet the needs of our students. This assessment process will continue for at least the next four school years to create a cohort longitudinal study of student learning. Our high school teachers in English, science, and math have also identified the specific benchmark assessments that will be utilized to monitor student learning and identify gaps. Surveys have been used to identify the academic impact of lost instructional time. During the 20-21 school year, we sent out surveys at the end of the second and third marking periods to identify issues with curriculum pacing and assessments. This process was used to plan for the remainder of the year and identify where gaps may occur in the future due to lost instructional time. We will continue to utilize this process throughout the next four years.</p>
Chronic Absenteeism	<p>The Montrose Area School District has carefully monitored chronic absenteeism throughout the COVID-19 pandemic. We have and will continue to work with local agencies, including our local magisterial judge and Children and Youth Services, to oversee families who require support in eliminating truancy. At the beginning of each school year, students who have been identified as chronically truant will be placed on a watch list and the guidance department will be notified to closely monitor these students as they transition back to the school environment. Administration will also closely monitor student attendance throughout the year and will continue to follow district policy related to truancy elimination. We will also continue to communicate with parents throughout the process. This includes, letter mailed home, phone conferences, in-person conferences, and scheduled check-ins as needed. Our MTSS process at the elementary level is also in place to support those students who may struggle to return to school.</p>
Student Engagement	<p>Students, parents and school staff will complete the PDE climate survey to evaluate student engagement. We will utilize the results during our teacher PLC meetings to discuss areas of needed improvement. These surveys will continue to be administered in the spring of each year. Teachers in grades K-6 are also utilizing Review 360 to screen for SEL indicators. These results are used to drive the MTSS intervention process.</p>
	<p>The Montrose Area School District will be implementing a School-Wide</p>

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	Positive Behavior Intervention Support (PBIS) program for students in grades K-6 beginning in the 21-22 school year. This program will contain a universal screener to assist in identifying concerns related to social-emotional wellbeing. Our guidance staff worked has developed an MTSS behavioral plan to meet the needs of the general student population and address the individual needs of students at the Tier I, II and III levels. This plan includes a school wide SEL classroom curriculum component, small group sessions, individual sessions with the guidance counselor, CSBBH programming, and a school social worker.
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
Students from low-income families	a. Results from the iReady diagnostic math and reading assessment will be utilized to monitor students who are considered socioeconomically disadvantaged. Reports that disaggregate the student data will allow us to monitor progress and identify gaps and learning loss. We will also use PSSA and Keystone data to identify areas of needed improvement. b. Starting in the 21-22 school year, aimsweb will be used to monitor the instructional goals of students who participate in our Title I and intervention programming.
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	a. Results from the iReady diagnostic math and reading assessment will be utilized to monitor the performance discrepancy between our male and female population. Reports that disaggregate the student data will allow us to monitor progress and identify gaps and learning loss. We will also use PSSA and Keystone data to identify areas of needed improvement.
	a. Results from the iReady diagnostic math and reading assessment will be utilized to monitor students with disabilities. Reports that

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>disaggregate the student data will allow us to monitor progress and identify gaps and learning loss. We will also use PSSA and Keystone data to identify areas of needed improvement. b. Starting in the 21-22 school year, aimsweb will be used to monitor the instructional goals of our special education population. c. During the 2021-2022 school year, professional development will be implemented to address IEP goals and progress monitoring. We will form instructional teams that will meet at least once per month to discuss strategies for inclusive practices, accommodation and modification strategies, and instructional best practices. This collaborative process will improve the focus on instruction that recognizes the diverse needs of students. d. The administrative team will complete the OIP training through PaTTAN for inclusive practices. The purpose of this training is to create a common vision for what inclusive practices look like in our district and give us the tools needed to strategically evaluate current practices. The goal is to create a plan that increases our capacity to effectively service students in the least restrictive environment.</p>

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
<p>Strategy #1</p>	<p>Students who were identified as academically struggling and students who were identified as chronically truant were offered either after school tutoring (group) or 1:1 virtual and 1:1 in-person tutoring. Certified teachers facilitated both after-school and 1:1 tutoring programs. Students identified for the 1:1 program needed to be in jeopardy of failing to receive services. Tutors worked with classroom teachers to prepare for sessions and were required to document student progress. The district partners with CSBBH to provide wrap-around services and in-school supports for students who are at-risk. The district has hired a full-time career and college counselor to support students with their post-graduation transition planning. Our PLC</p>

	Strategy Description
	meetings focus on identifying students who may require social-emotional supports. The grade level teams work with guidance and administration to develop plans to address the needs of students.

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	Summer school programs at the elementary and middle level are held each year. Students are identified by teachers and guidance staff based on academic and social-emotional need. Curriculum focused on math, ELA, and SEL.

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	During the 20-21 school year, the Montrose Area School District added an elementary social worker to its staff. This individual works closely with the Child Study Team, emotional support teachers, autistic support teachers, and students to provide programming recommendations and counseling services to students in need.

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:**

Students identified as having mental health needs that supersede the capacity of the guidance staff.

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 Montrose Area School District holds Community Advisory meetings to discuss all plans that require stakeholder input. Representatives from the community including business owners, parents, and community members are asked to serve as volunteers on the Community Advisory Committee. The meetings are advertised publicly, and public attendance and participation are welcomed. Minutes from the Community Advisory meetings are board approved and made public. We also use surveys to assess the needs of the community and stakeholders. The results are shared at the district and public level.

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 Montrose Area School District values all stakeholder input and will continue to do so as we progress through this pandemic. Stakeholder input is considered an integral part of the planning process. When valuable input is made that matches the goals and the resources of the district, all efforts are made to follow through with implementation.

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 Community Advisory meeting will be utilized for stakeholder input for the development of the ARP ESSER plan. Once the plan is complete, a presentation at a public Board of Education meeting will be made to outline the details of the plan. The plan will also be placed on the school webpage for public review along with a summary that is written in a language that parents/caregivers can understand. We will honor all requests related to individuals with disabilities regarding access to the plan.

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.

1. Intervention Specialists will be hired to address the needs of students identified as at-risk in grades 4-8. At the elementary level, an interventionist will be assigned to each building and will work closely with classroom teachers to identify students who are at-risk in reading and math. Diagnostic data from iReady, classroom assessments, teacher input, and absentee reports will be utilized to identify students who qualify for services. Data meetings will be held to monitor progress. An interventionist will be hired to service students in grades 7 & 8 who have been identified as at-risk for failure in math due to low performance and/or truancy. The interventionist will work closely with classroom teachers to identify students who are at-risk in math. We will utilize diagnostic data from iReady, classroom assessments, teacher input, and absentee reports to identify the students who qualify for services. Data meetings will be held to monitor progress. 2. Summer camps will be created to meet the needs of at-risk students and prevent learning loss. Students in grades K-5 will be invited to the summer camp based on academic need, social-emotional need, lack of in-person instruction, and/or truancy concerns. The camp will focus on remediating math and ELA skills and developing social-emotional skills. Each grade level will identify a target goal for reading and math instruction throughout the four-week camp. We will use the end-of-school year diagnostic data as the baseline and will post test students at the end of the camp to determine whether students show signs of academic regression or have made gains. Students in grades 6-8 will qualify based on academic need, social-emotional need, lack of in-person instruction, and/or truancy concerns. The camp will focus on remediating math and ELA skills and developing social-emotional skills. We will also focus on student engagement and building a sense of community with those students who may feel disconnected from the learning environment because of truancy and/or remote learning during the pandemic. 3. 1:1 Tutoring will be offered to students who are determined as at-risk based on academic grades, lack of in-person instruction, and/or truancy concerns. Guidance counselors and building principals will meet with math and ELA teachers to discuss students who have been flagged as at-risk based on academic grades, lack of in-person instruction, and/or truancy concerns. Parents will be notified by school guidance counselors that their child has qualified for tutoring services. Tutoring sessions may occur after school or via zoom based on the arrangements made by the family and tutor. The tutor will be a certified teacher and must communicate with the referring classroom teacher to provide targeted instruction to meet the individual needs of the student. 4. The Montrose Area SD will conduct after school homework club open to all students in each building.

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.

NA

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	3,457,486	20%	691,497

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	iReady diagnostic data, PSSA data, aimsweb data, classroom data, and teacher input will be utilized throughout the year to provide students with the appropriate services. Data from diverse student groups, including: students who did not attend in-person instruction, gender, socioeconomically disadvantaged, and students with disabilities will be disaggregated and analyzed to determine learning loss, interventions needed, and to monitor the success of our interventions.
Opportunity to learn measures (see help text)	Student, teacher, and parent surveys will be conducted at least twice during the school year to assess student engagement and our technology needs. We are currently 1:1 with Chromebooks. Teachers receive on-going professional development to increase their working knowledge of programs and software available during montly PLC meetings.
Jobs created and retained (by number of FTEs and position type) (see help text)	Three intervention specialists (FTE) were hired to service students in grades 4-8. These are new teaching positions in our district. We will utilize student data from iReady, PSSA assessments, aimsweb, and classroom assessments to determine program effectiveness.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Baseline data from end-of-school year will be compared to end-of-camp data to determine if learning loss has ocured during the summer. iReady diagnostic data, PSSA data, aimsweb data, classroom data, and teacher input will be utilized throughout the year to determine the effectiveness of the 1:1 turtoring 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

\$3,457,486.00

Allocation

\$3,457,486.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$420,768.00	Salary for Inverventionalists for each building as part of the 20% learning loss required expenseto provide acceleration services as needed to enable students to succeed with grade-level content
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$260,106.00	Benefits for Inverventionalists for each building as part of the 20% learning loss required expense
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,000.00	extra duty pay for after school / summer school activities to help with learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$714,522.00	Maintain school staff Salaries for teachers

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$331,196.00	Maintain school staff benefits for teachers
		\$1,776,592.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,457,486.00

Allocation

\$3,457,486.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,036,088.00	Repairing and improving our High school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. -Undertaking the remediation of mold, lead, and other sources of poor indoor air quality. -Repairing or replacing roofing in certain circumstances.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$644,806.00	Repairing and improving Lathrop Street school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. -Undertaking the remediation of mold, lead, and other

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Function	Object	Amount	Description
			sources of poor indoor air quality. -Repairing or replacing roofing in certain circumstances.
		\$1,680,894.00	

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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	\$1,185,290.00	\$591,302.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,776,592.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$1,680,894.00	\$0.00	\$0.00	\$0.00	\$1,680,894.00
	\$1,185,290.00	\$591,302.00	\$0.00	\$1,680,894.00	\$0.00	\$0.00	\$0.00	\$3,457,486.00

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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: 0.0000								\$0.00
Final								\$3,457,486.00