

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 | District administrators analyzed attendance data to determine how well all students performed on the 2021 PSSAs and Keystone Exams. The data was also broken down to compare the students who attended school in person, the students who attended our own e-learning academy, and the students who were quarantined as a result of testing positive for COVID-19 or being in close contact with students who had tested positive for COVID-19. |
| Chronic Absenteeism | The District's principals kept close watch on attendance and reached out to families when students did not attend school. We analyzed the PSSA and Keystone Exam data to understand how the pandemic affected students whose families chose to send them to the District's e-learning academy. |
| Student Engagement | The District used relief funds to purchase a Chromebook for every student in the District, so students could access their education. Hot spots were also provided. Teachers created instructional videos and held live instruction that students could access through their learning management platform. We invited feedback from parents regarding how their child(ren) were doing with remote instruction and how the District could improve it. |
| Social-emotional Well-being | 1) Both the District's Elementary (Grades K-2) and Intermediate Schools (Grades 3-5) have been recognized as achieving fidelity for their School-wide Positive Behavior Intervention Support (SWPBIS) Tier I programs and passed the fidelity checks associated with the program. SWPBIS has taken root in most schools across PA, but only a few each year achieve recognition for Tier I Fidelity. 2) The Elementary and Intermediate Schools have implemented PATHS, an evidence and research based, social-emotional learning program. The Elementary School is in its 3rd year of implementation, and the Intermediate School is in its first year. 3) We are extending the program to our Middle School (Grades 6-8) beginning with the 2022-2023 school year. 4) We partnered with the Central Susquehanna Intermediate Unit this past fall to bring sessions about de-escalation strategies to our professional and support staffs in all four District buildings (K-12). 5) Additionally, we are in the initial stages of building a partnership with the McDowell Institute at Bloomsburg University to plan ongoing professional development for our teachers and staff beginning with the 2022-2023 school year around the area of social-emotional well-being and mental health. 6) The District operates an MTSS (Multi-tiered System of Support) model of support for both academic and behavioral support in its Elementary and Intermediate Schools. Data is collected, SMART goals are created, interventions are implemented, and progress is tracked and monitored. The Middle and High Schools operate in a Student Support Team fashion. 7) All four buildings have engaged students, staff, and parents in equity team meetings to bring more awareness to the practices that may be |

| | Methods Used to Understand Each Type of Impact |
|-------------------------|--|
| | positively impacting diversity, inclusion, and equity in the District as well as help to identify barriers that may exist. |
| Other Indicators | Not applicable |

Documenting Disproportionate Impacts

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

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | The District's Special Education Department teachers assessed students to determine levels of learning loss. Teachers provided instruction to students during and after school to help fill in learning gaps. Title One services are provided for K-5 students. We are looking to hire an additional Reading Specialist to work with teachers at the secondary level as an instructional coach. |
| Students from low-income families | The District will continue to provide opportunities to engage families in their child's school activities. The District will engage in professional development for staff on mental health and socio-emotional learning for students. |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | District administrators will continue to analyze disaggregated achievement and growth data. |

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

| | Strategy Description |
|--------------------|--|
| Strategy #1 | The District will engage in professional development for staff on mental health and socio-emotional learning for 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 |
|--|---|
| | The District has a 3-year plan for having all its curricula online. Along with the curricula online, we have a group of K-12 teachers, representative of their respective grade levels or departments, who are working to provide |

| | Strategy Description |
|--------------------|--|
| Strategy #2 | access to their lesson plans, so students and families can see what their child(ren) are learning and expected to accomplish on a daily basis. This will provide transparency for stakeholders. The funding will assist with salaries and benefits for teachers to do this important work. |

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

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

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

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #3

| | Strategy Description |
|-------------|----------------------|
| Strategy #3 | |

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The District's Business Administrator began to inform the Board of Directors on a regular basis about the purpose of the ESSER funds beginning with the ESSER 1 grant. He included monthly presentations at public Board meetings with ESSER II and ESSER III. The use of ESSER funds has been an administrative team meeting agenda topic throughout the past several months. The administrative team includes the Superintendent, the Business Administrator, Building Principals, Assistant Principals, the Director of Curriculum and Instruction, the Special Education Supervisor, the e-Learning Coordinator, the Food Service Director, and Director of Pupil Services and Homeless Liaison. The Building Principal at each level (K-2, 3-5, 6-8, 9-12) engaged the faculty and staff with discussions at faculty meetings about appropriate uses of the funds. A survey was placed on the District's webpage in October to inform community stakeholders and families of District students about the relief funds and gather their thoughts and ideas as to how the funds should be spent to benefit our students. An announcement informing the public of the survey was sent to District families. The intended use of ESSER funds will be presented to the Board of Directors and the public at a scheduled Board meeting in November with one final chance to gather feedback prior to submission. Additional presentations will be provided at public Board meetings throughout the life of the grant.

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)**

Each building principal has written narratives using the input from their faculty and staff meetings describing the programs they will put in place as a result of the COVID relief funds. A summary of

those narratives will be presented at a public Board meeting. The data from the community survey will be compiled into a summary document. Administrators will take into consideration the input from the District's families and community members, and final decisions regarding exactly how the money will be spent will be made taking into consideration the parameters of allowable usages of the funds.

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 presentation that will be provided to the Board of Directors and the public at the November Board meeting will be recorded and posted to the District website. A document explaining how the District intends to use the funds will be prepared. Regular updates regarding the use of the funds and the impact the funds will have on students, staff, and families will be provided throughout the life of the grant. The presentations and documents will be provided in a language that families can understand and will be provided in alternate format upon request.

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) The District has developed support time for students before and after school in all four District buildings (K-12) for students who are having difficulty keeping up because of lost instructional time from the onset of the pandemic. 2) Several programs have been purchased with the ESSER funds that will diagnose where students have gaps and sequentially build their learning from that point. 3) During the 20-21 school year, teachers created "summer toolboxes" that included grade-level activities for students to use during the summer months. The toolbox concept will evolve into Neighborhood Classrooms for the 2022 summer. 4) The District is planning to use a large portion of the grant funds for the purchase of Sonic ViewBoards and supporting laptops for teachers to enhance in-person instruction as well as instruction for students who are still learning from home. Because the ViewBoards are accessible for students at home to learn, there are fewer students in the classroom; thus, they can be seated farther apart. The ViewBoards have numerous instructional tools built into them to enhance instruction, and the lessons can be recorded for students in the classroom and at home to revisit as needed.

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) A portion of the funds will be used to transport students for Extended School Year and Neighborhood Classrooms. The District is planning to hire a certificated Reading Specialist to work with teachers at the secondary level as an instructional coach to address students' academic needs. The purpose of this position is to assist teachers with strategies that can be used in the classroom to reach all students. The District currently employs one Library Media Specialist for the entire District (K-12). The ESSER funds will provide an opportunity to create a new K-5 Library Media Specialist position to collaborate with classroom teachers to enhance Reading and Library Science instruction. The District will then have one Library Media Specialist position for K-5 students and one position for students in Grades 6-12. The District is planning to hire an additional School Counselor who will float among all four District buildings to support students and serve as a facilitator for the professional development on mental health for staff with the McDowell Institute. This position will eventually fill a position that is projected to be

vacated for retirement. The District is planning to hire an additional LPN and personnel from contracted services to help address the mental health needs of our students. Our support staff is critical to our ability to provide continuity of services; therefore, the District plans to provide salary/benefits increases for all support staff positions. b) The District has a 3-year plan for having all its curricula online. Along with the curricula online, we have a group of K-12 teachers, representative of their respective grade levels or departments, who are working to provide access to their lesson plans, so students and families can see what their child(ren) are learning and expected to accomplish daily. This will provide transparency for stakeholders. The funding will assist with salaries and benefits for teachers to do this important work. The District will use funds to support salaries for the maintenance of existing class sizes to avoid furloughing teachers as students move to e-learning or various cyber schools.

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 | 3,922,716 | 20% | 784,543 |

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 | The Leadership Team will continue to analyze PSSA and Keystone Exam data. We broke down such data to determine how our in-person students performed compared to our students who attended our e-learning academy. We also took advantage of PED's Local Assessment Data project and submitted our data for analysis. We will also analyze our student growth data using Measures of Academic Progress benchmark scores. |
| Opportunity to learn measures (see help text) | The District has a 3-year plan for having all its curricula online. This plan will ensure opportunity to learn. Along with the curricula online, we have a group of K-12 teachers, representative of their respective grade levels or departments, who are working to provide access to their lesson plans, so students and families can see what their child(ren) are learning and expected to accomplish on a daily basis. This will provide transparency for stakeholders. The funding will assist with salaries and benefits for teachers to do this important work. T |
| Jobs created and retained (by number of FTEs and position type) (see help text) | The District plans to hire a school counselor who will "float" among all four buildings in anticipation of one of our school counselors retiring in the next two years. This will allow the additional counselor to serve students and be well trained to replace the retiring counselor. The new counselor will also facilitate the professional development on mental health for staff. Pre and posttest data will be collected. The same will be done with a Reading Specialist position for the purpose of serving as an instructional coach and work with teachers to improve reading instruction in all academic disciplines. |
| Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs) | District administrators will continue to monitor attendance for summer and after-school programming to determine if students and families are taking advantage of the opportunities as well as monitor the effectiveness of the programs. |

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

\$3,922,706.00

Allocation

\$3,922,706.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|--|----------------|----------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$1,500,000.00 | These funds will support technology purchases to enhance instruction and address learning loss: ViewSonic Boards and Supporting Laptops for Teachers, Chromebooks, Staff Devices, etc. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$150,000.00 | These funds supported the summer toolboxes for the summer of 2021 and will support the extension of the toolboxes into Neighborhood Classrooms for the summer of 2022 and 2023 to address learning loss. |
| | | | These funds supported the purchase of the |

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| Function | Object | Amount | Description |
|--|----------------|--------------|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | \$157,000.00 | enVision Mathematics/SuccessMaker/ Programs, a more rigorous program aligned to the PA Core Standards, that will address learning loss. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$120,000.00 | These funds will support the salary for the hiring of an additional Library Media Specialist, so the District will have a K-5 and a 6-12 Specialist to address learning loss (2 years). |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$60,000.00 | These funds will support the benefits for the hiring of an additional Library Media Specialist, so the District will have a K-5 and a 6-12 Specialist to address learning loss (2 years). |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$120,000.00 | These funds will support the salary for the hiring of an additional Reading Specialist/Instructional Coach to address learning loss (2 years). |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$60,000.00 | These funds will support the benefits for the hiring of an additional Reading Specialist/Instructional Coach to address learning loss (2 years). |
| | | | These funds will |

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| Function | Object | Amount | Description |
|--|----------------|-----------------------|--|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$690,000.00 | support salaries for the maintenance of existing class sizes to avoid furloughing teachers as students move to e-learning or various cyber schools. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$3,000.00 | These funds will support salaries for after-school academic support. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$1,706.00 | These funds will support benefits for after-school academic support. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | \$300,000.00 | These funds will support salaries for the three-year plan for aligning in-person and e-learning instruction and putting curricula and daily lesson plans online. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 200 - Benefits | \$100,000.00 | These funds will support benefits for the three-year plan for aligning in-person and e-learning instruction and putting curricula and daily lesson plans online. |
| | | \$3,261,706.00 | |

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,922,706.00

Allocation

\$3,922,706.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

| Function | Object | Amount | Description |
|--------------------------------|---|--------------|--|
| 2400 - Health Support Services | 100 - Salaries | \$40,000.00 | These funds will support the salary for hiring an additional LPN to address mental health needs (2 years). |
| 2400 - Health Support Services | 200 - Benefits | \$30,000.00 | These funds will support the benefits for hiring an additional LPN to address mental health needs (2 years). |
| 2200 - Staff Support Services | 100 - Salaries | \$300,000.00 | These funds will support salary wage increases for our support staff. |
| 2200 - Staff Support Services | 200 - Benefits | \$100,000.00 | These funds will support benefits as a result of wage increases for our support staff. |
| 2400 - Health Support Services | 300 - Purchased Professional and Technical Services | \$31,000.00 | These funds will support contracted services: Bayada for ESY and CSIU Mental Health Consultant |

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| Function | Object | Amount | Description |
|------------------------------------|--------------------------------|---------------------|---|
| | | | services to address mental health. needs. |
| 2700 - Student Transportation | 500 - Other Purchased Services | \$50,000.00 | These funds will provide transportation for Extended School Year (ESY) and address learning loss. |
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | \$60,000.00 | These funds will be used to support the salary for a School Counselor for an additional year. |
| 2100 - SUPPORT SERVICES – STUDENTS | 200 - Benefits | \$50,000.00 | These funds will be used to support the benefits for a School Counselor for an additional year. |
| | | \$661,000.00 | |

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Section: Budget - Budget Summary

BUDGET SUMMARY

| | 100 Salaries | 200 Benefits | 300 Purchased Professional and Technical Services | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies 800 Dues and Fees | 700 Property | Totals |
|---|-------------------------|-------------------------|--|--|---|---|-------------------------|----------------|
| 1000 Instruction | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY | \$1,233,000.00 | \$221,706.00 | \$0.00 | \$0.00 | \$0.00 | \$1,807,000.00 | \$0.00 | \$3,261,706.00 |
| 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 | \$60,000.00 | \$50,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$110,000.00 |
| 2200 Staff Support Services | \$300,000.00 | \$100,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$400,000.00 |

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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 | \$40,000.00 | \$30,000.00 | \$31,000.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$101,000.00 |
| 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 | \$0.00 | \$0.00 | \$0.00 |
| 2700 Student Transportation | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$50,000.00 | \$0.00 | \$0.00 | \$50,000.00 |
| 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 |
| | \$1,633,000.00 | \$401,706.00 | \$31,000.00 | \$0.00 | \$50,000.00 | \$1,807,000.00 | \$0.00 | \$3,922,706.00 |
| | Approved Indirect Cost/Operational Rate: 0.0000 | | | | | | | \$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 |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|----------------|
| | | | | | | | Final | \$3,922,706.00 |