

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	Benchmark testing data using the Classroom Diagnostic Tool, Study Island, Pearson, Aims Web, and Reading Eggs is being used to determine students' progress or lack thereof in reading and math achievement. We are also using this same data to determine student growth.
Chronic Absenteeism	We intend to use CARES money to hire a Licensed Social Worker to interact with our families who don't send their children to school regularly. Usually, there are underlying problems that are exacerbated during times of crisis that can negatively impact families and children. Rather than send a School Resource Officer, we will be sending someone who is offering help rather than punishment.
Student Engagement	As we prepare to open back up for the fall semester, our cyber-student numbers have gone down drastically. We have made a particular effort over the summer to bring back students who struggled in the online environment because they require constant supervision to ensure they are completing work and making progress.
Social-emotional Well-being	We understand that the pandemic has far-reaching consequences that we will experience as students return and get back to normal. Most of our population has been back in our buildings since February, so our counselors have been able to work with struggling students. We now have a new group returning who will have similar issues. Our new Social Worker and our guidance staff will be ready to meet this challenge as we open our doors again in August.
Other Indicators	We are keeping a very close eye on our online enrollment. Our usual enrollment is somewhere between 20-30 students. We ballooned to 200 students, and those numbers are coming down rapidly. We are moving one of our online teachers back into the classroom because of declining enrollment. We see that as a very good sign.

Documenting Disproportionate Impacts

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

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Measuring IEP goal attainment
Students from low-income families	Analyze benchmark data, attendance records
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Chronically absent students. Refer to Social Worker; begin family counseling

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	We developed summer programs for students who were not showing success in our online program as well as those who were not coming to school enough to pass. We offered a remedial program, an original credit program, and an enrichment program aimed at helping all groups of students make up lost time. Participation was voluntary, but many students who have been working poorly at home came in and made great strides.

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.

Children in foster care AND Chronically absent students

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	We are planning on deploying a Social Worker to help us reach out to struggling families in a non-threatening manner. Our goal is to do local outreach that will bring our Social Worker into the homes of our students to determine and possibly mitigate some of the circumstances that are hindering student achievement. We hope to be supportive and offer resources to those families who do not value education so they will see us as a partner rather than a rule enforcer.

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.

Children in foster care AND Chronically absent students

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.)

Once we learned we were eligible for ESSER III funds, we began the process of determining how to best use this money. Our first move was to purchase enough Chromebooks to become a 1:1 school. Once that became a reality, we cast a pretty wide net to gather input from local stakeholders including teachers, parents, students, school board members, and our technology department to determine how to best leverage this money to improve student outcomes. We are holding focus groups to solicit input from each group in order to help us prioritize spending. The result should be a fiscally sound spending plan that will not bankrupt us down the road.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

As described earlier, we are using focus groups to solicit input from different stakeholder groups in order to determine not only what to spend the money on, but to determine the priority of the planned purchases

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)**

After we have completed our focus group activities, we will analyze the information provided and make decisions based on the feasibility of the proposal as well as its anticipated benefit to students. The administration will also ensure that spending proposals are all within the scope of the allowed uses of the grant. Once we have finalized our spending plan with public input, we will post the plan on our website.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (**Learning Loss**)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? (**3,000 characters max**)

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Summer Academy-IEP progress report data (if applicable), benchmark testing and teacher recommendations. Line items: 11 teachers wages/benefits \$21,980 • Guided 10th Period- during Guided 10th Period, referred students can receive additional academic support through peer tutoring, teacher review of instructed skills and assignments, standards-aligned skill building activities. Social/ Emotional Guided 10th Period is also available to students in need of support for self-regulation/personal development skills. Line items: 3 teachers wages/benefits for 2 years \$55,235 • Graduation Station- designed for students who are not meeting grade level credit requirements for graduation. Line items: 1 teacher wages and benefits for 2 years \$14,591 • smaller class sizes are a data driven way to address learning loss. LEA hired additional teachers for the 2021-22 and 2022-2023. Line items: 2 teachers wages and benefits for 2 years \$333,395 - Student Study Team meet 2x/month to review data source to identify students who are in need of educational recovery due to the challenges presented by the COVID-19 pandemic. Staff members roles were adapted to allow time to review/coordinate data and efforts of the student study team. Line items: 1 teacher wages/benefits for 2 years \$21,773 - The LEA identifies that students with disabilities, living in poverty, experiencing mental health issues are most at risk for being disproportionately impacted by learning loss. LEA identified that many of these students were in need of hybrid learning programs/credit recovery. LEA allocated an on-line coordinator to track student skills through Study Island and offer credit recovery through hybrid learning. These costs are: Line items/anticipated costs: 5 teachers wages and benefits for 2 years \$298,889 plus teacher of records \$104,987. - The LEA also identified various evidence based digital learning/assessment materials which assists with identifying/remediating learning loss. 29 different software: IXL, Vector Solutions, IXL Learning, Get More Math, Kuta Software, Canvas, Imagine Learning, Acellus, Edmentum, Reading Eggs, Study Island, Senso, Adobe, Suntex, 3P Learning, McGraw Hill, Seesaw, Kami, SAVVAS Learning, Discovery Streaming, Turnitin, IU13 EES Calculator \$140,000.

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.

We will use grant funds to pay for increased IT support provided through IU11 to manage our enhanced technological capacity. 1.5 years \$151,428 We will purchase new interactive smart boards for every classroom that will allow teachers to project images into individual devices or enhance face-to-face instruction. \$165,857 We will purchase new Chromebooks to ensure full one-to-one integration across all grade levels with the appropriate spares. \$30,000 We will purchase long needed teacher laptops to allow all teachers to work from home. \$30,000 We will purchase new servers and switches to upgrade our wireless and remote capabilities. \$99,000 We will use ARP/ESSER funds to purchase student information system software that allows us to communicate with parents in real time and allows them to track their children's progress. \$52,600 We will subscribe our staff to a professional development service that allows them to do state mandated trainings from home. We will pay for our web hosting site and our web filter. \$1,290 We will purchase licenses for our new software from Microsoft as well as child protective software to keep our students safe. \$9,043 We will also be purchasing higher quality air filters for all our buildings and new carpet cleaners as we strive to keep our buildings germ free. \$17,400 We will use grant funds to reallocate staff resources which will integrate a coordination of services which support academic development through services coordination of SEL programs, dis-aggregation of data and helping students meet mental health needs through reassignment of administrative personnel and the hiring of a full time district Social Worker. \$141333

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)

N/A

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,735,123	20%	347,025

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 District will continue utilize benchmark testing to determine achievement levels. Achievement levels will be monitored to determine if growth goals are being met. Special education students will use quarterly progress reports to determine progress on IEP goals. Students identified as not meeting growth goals will be referred to the Student Study Team for further supports.
Opportunity to learn measures (see help text)	The District will closely monitor student and parent engagement, while also advocating for universal broadband coverage. We will continue to work to virtually connect with all our student homes.
Jobs created and retained (by number of FTEs and position type) (see help text)	
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	During the summer of 2021, the District vastly expanded its summer programs to include remediation programs, original credit programs, special education recovery programs, as well as providing additional opportunities for students to receive related services. We intend to expand the program during the summer of 2022.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,735,123.00

Allocation

\$1,735,123.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$124,788.00	Salary for on-line teacher 2021-22 and 2022-23 (Browell)
1000 - Instruction	200 - Benefits	\$72,345.35	Benefits for on-line teacher 2021-22 and 2022-23 (Browell)
1000 - Instruction	100 - Salaries	\$99,881.00	Salary for Kindergarten teacher 2021-22 and 2022-23 (Allison)
1000 - Instruction	200 - Benefits	\$68,124.35	Benefits for Kindergarten teacher 2021-22 and 2022-23 (Allison)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$14,594.00	Salary for .30 special education teacher 2021-22 and 2022-23 (Rickabaugh)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$9,764.93	Benefits for .30 special education teacher 2021-22 and 2022-23 (Rickabaugh)

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,728.00	Salary for .10 special education teacher 2021-22 and 2022-23 (Horsh)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,726.15	Benefits for .10 special education teacher 2021-22 and 2022-23 (Horsh)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$11,597.00	Salary for .10 special education teacher 2021-22 and 2022-23 (Ebersole)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,206.88	Benefits for .10 special education teacher 2021-22 and 2022-23 (Ebersole)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$12,531.00	Salary for .10 special education teacher 2021-22 and 2022-23 (Rodgers)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,447.13	Benefits for .10 special education teacher 2021-22 and 2022-23 (Rodgers)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$26,228.00	Salary for .30 special education teacher 2021-22 and 2022-23 (Crawford)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$19,418.14	Benefits for .30 special education teacher 2021-22 and 2022-23 (Crawford)
1200 - SPECIAL			Salary for .10 special

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,742.00	education teacher 2021-22 and 2022-23 (Frehn)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,472.54	Benefits for .10 special education teacher 2021-22 and 2022-23 (Frehn)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$97,955.33	Salary for 1 Grade 4 teacher 2021-22 and 2022-23 (Little)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$67,435.24	Benefits for 1 Grade 4 teacher 2021-22 and 2022-23 (Little)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,795.53	Salary for .10 special education teacher 2021-22 and 2022-23 (Barton)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,743.52	Benefits for .10 special education teacher 2021-22 and 2022-23 (Barton)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,403.03	Salary for .10 English teacher 2021-22 and 2022-23 (McCahan)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,188.14	Benefits for .10 English teacher 2021- 22 and 2022-23 (McCahan)

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$14,160.98	Salary for .10 English teacher 2021-22 and 2022-23 (Gaston)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,613.21	Benefits for .10 English teacher 2021-22 and 2022-23 (Gaston)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$38,000.00	Salary for Summer School remediation and original credit make up 2021
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$16,196.00	Benefits for summer school remediation and original credit make up 2021
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$165,857.00	80 Smart Board for classrooms
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,400.00	Vector Training for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$6,000.00	Software programs used by all for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Elementary software programs for 2021-22 and 2022-23

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$41,000.00	Edgenuity Online Curriculum for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Middle/High School software programs for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	100 Chromebooks at \$300 each for students to use remotely
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	Teacher computer replacement to be used remotely
1300 - CAREER AND TECHNICAL EDUCATION	300 - Purchased Professional and Technical Services	\$2,226.00	CAD license for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$13,000.00	Microsoft license for 2021-22 and 2022-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,605.00	JAWS software
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$6,000.00	ECRI shortage (supplies for ECRI program)

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$92,675.00	Wages for Teachers of Record for TM Online 2021-22
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$12,312.83	Benefits for Teachers of Record for TM Online 2021-22
		\$1,260,161.28	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,735,123.00

Allocation

\$1,735,123.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$35,285.60	Salary for .20 Special Education Director 2021-22 and 2022-23 (Diehl)
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$10,588.12	Benefits for .20 Special Education Director 2021-22 and 2022-23 (Diehl)
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$151,428.00	partial 2021-22 and entire 2022-23 I.T. Services
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$60,000.00	Salary for 1 Social Worker 2023-24 (Neville)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$35,460.00	Benefits for 1 Social Worker 2023-24 (Neville)
2600 - Operation and Maintenance	600 - Supplies	\$6,000.00	two carpet extractors

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	300 - Purchased Professional and Technical Services	\$52,600.00	Sapphire student information system 2021-22 and 2022-23
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$13,200.00	Child Protective Software for 2021-22 and 2022-23
2800 - Central Support Services	700 - Property	\$20,000.00	Servers and tech upgrades for 2021-22 and 2022-23
2800 - Central Support Services	600 - Supplies	\$79,000.00	Update wireless networks in both buildings
2600 - Operation and Maintenance	600 - Supplies	\$11,400.00	Update filters for HVAC systems
		\$474,961.72	

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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	\$224,669.00	\$140,469.70	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$365,138.70
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$122,519.34	\$79,236.59	\$143,005.00	\$0.00	\$0.00	\$225,857.00	\$0.00	\$570,617.93
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$93,215.53	\$63,779.29	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$156,994.82
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$2,226.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,226.00
1400 Other Instructional Programs – Elementary / Secondary	\$130,675.00	\$28,508.83	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$165,183.83
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	\$35,460.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$95,460.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$35,285.60	\$10,588.12	\$13,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,073.72
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	\$17,400.00	\$0.00	\$17,400.00
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	\$151,428.00	\$0.00	\$0.00	\$79,000.00	\$20,000.00	\$250,428.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$52,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,600.00
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

Project #: 223-21-0438
Agency: Tussey Mountain SD
AUN: 108058003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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
	\$666,364.47	\$358,042.53	\$362,459.00	\$0.00	\$0.00	\$328,257.00	\$20,000.00	\$1,735,123.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$1,735,123.00