

American Rescue Plan
Elementary and Secondary Schools Emergency Relief Fund
Philipsburg-Osceola Area School District Application

Per the PA Department of Education

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

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	Data was collected and analyze from a variety of tools: EdInsight Assessments, Standards Based Benchmarks, Keystones, PSSA, SAT, AP exams, Curriculum Based Assessments, IEP Progress Monitoring, Acadience Online Learning, Classroom Diagnostic Tools, Edmentum Assessments, Receptive Listening Probe
Chronic Absenteeism	Absences and problems associated with absences were tracked using a variety of tools including Sapphire SMS, Student Discipline Referrals, Student Assistance Program Reports, Attendance Tracking, and Google Suite. Teachers, counselors, and administrators worked one-on-one with students and families struggling with chronic absences, including home visits, phone calls, and virtual meetings. The district worked with the probation and court systems to assist in managing chronic absences.
Student Engagement	Student engagement was tracked and report by teachers using the following tools: Student Assistance Program Reports, Student Discipline Referrals, Student Grades, Sapphire SMS, Attendance Tracking, Teacher Formative Assessments. Teachers responded to student engagement issues by varying content and delivery methods, as well as one-to-one communication with students and families struggling to engage in school.
Social-emotional Well-being	Social and emotional well-being is tracked using a variety of resources in the district, including: Behavior Assessment System for Children, Behavior Rating Inventory of Executive Functions, Scales for Assessing an Emotional Disturbance, Gilliam’s Autism Rating Scale, Conners, Vineland Adaptive Behavior Scale, Student Assistance Program Reports, PA Youth Survey, Attendance Tracking, and IEP Social/Emotional Goals Progress Reports Staff used a variety of methods, in addition to these data collecting tools, to respond to student social/emotional concerns including individualized and small group therapy sessions, social/emotional curricula, and varied communications. The Positive Action SEL Curriculum will be used to identify, analyze, and respond to mental/emotional needs.

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.

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	The following tools have and will be used to identify and measure impact: IEP Progress Report Monitoring, Student Assistance Program Referrals, Student Discipline Referrals, Receptive Listening Probe, EdInsight, Attendance Tracking, Cyber Program Enrollment. Sapphire SIS/LMS
Children from low-income families	Students were identified using the Sapphire SIS demographic reports. Impact will be measured using classroom and state standardized assessments, as well as teacher feedback. The EdInsight Assessment Builder is one tool we will use to measure learning loss and provide supplemental material. Edmentum will continue to be used as needed to provide enrichment and credit recovery.
Other groups disproportionately affected (students missing the most remote and in person instruction)	The Sapphire SIS tools were used to identify students who missed the most in person and remote instruction. Impact will be measured using classroom and state standardized assessments, as well as teacher feedback. The EdInsight Assessment Builder is one tool we will use to measure learning loss and provide supplemental material. Edmentum will continue to be used as needed to provide enrichment and credit recovery.

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	Our first strategy was to immediately employ Google Classroom along with live-streaming in classes via Google Meets/Zoom. To support students at home, we distributed hotspots to anyone with limited or no internet access. This strategy allowed us to ensure that students were still present and engaged in class whether the individual was quarantined or the school was closed for disinfection/sanitation. The Google Suite allowed us to limit the amount of lost instructional time. School was fully in-person throughout the year, but this strategy mitigated individual and group circumstances that impeded some from participating in person. This model was especially effective for students with short-term attendance needs.

i. Impacts

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement

ii. Student Groups Impacted

- Students from low-income families
- Students with disabilities
- Other student groups (Students who missed the most in-person and remote instruction)

	Strategy Description
Strategy 2	<p>The district maintained regular access to mental health services and resources both in-person and virtually. These services included televideo appointments with the school social worker, mental health resources sent home through school nurses and guidance, and emotional support sessions with highly qualified teachers. For many of our students, the hotspots and one-to-one student laptops provided for free by the school district were their lifeline to regular communication with their teachers and support services. To ease student concerns about food scarcity, the district also provided free lunch and breakfast to students, whether enrolled virtually or physically, throughout the school year and summer, in collaboration with the Moshannon Valley YMCA. The district stocks a "Cares Closet" with extra clothing, food, and health/hygiene supplies that is free to all students. In collaboration with the YMCA and the Little Bags of Sunshine organization, the district distributes weekend/holiday backpacks filled with food and health/hygiene supplies. These services are vital to our students' overall well-being.</p>

i. Impacts

-Social/emotional well-being

ii. Student Groups Impacted

-Students from low-income families

-Students with disabilities

-Students who missed the most in-person and remote instruction

	Strategy Description
Strategy 3	For students who needed asynchronous, flexible access to their education during COVID, the eMountie Cyber Academy was a strategy we employed. This model was especially effective for students with long-term attendance needs. The program is monitored by our own highly qualified teachers and by highly qualified teachers employed at Edmentum. This venue allowed students to participate in credit recovery, as well as enrichment opportunities.

i. Impacts

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement

ii. Student Groups Impacted

- Students from low-income families
- Students with disabilities
- Students who missed the most in-person and remote instruction

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.

(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 school district recently created a Community Group consisting of parents, teachers, administrators, and other community members. The purpose of this group is to strengthen communication, decision-making, and idea-sharing. The district is also engaging stakeholders in developing the Future Ready Comprehensive Plan. Individual buildings also host Parent-Teacher Organizations. These groups are charged with goal-setting, data collection, and problem-solving. One primary goal of the Community Group is to re-engage the community at large with the school district through family and community afterschool events. A goal of the Comprehensive Plan is to increase communication through a variety of strategies including social media, text, email, and open house events. ESSER funds will allow the school to rebuild the important connections that extended lock-downs and closures damaged. The school district has consulted with a variety of supporting organizations. The local teachers' union has ensured that all contractual obligations are being met. CIU 10 provides Speech, Assistive Tech Consult, and resources for the Blind, Visually, and Hearing Impaired. The district also consulted with the school psychologist, OT and PT therapists, SROs, probation officer, the Health and Safety Committee, school board, OVR, and social workers. The special education staff were consulted regarding the needs of ESL, learning support, gifted, Life Skills, and autism support classrooms, to ensure that students continued to receive accessible services both in-person and virtually. The district continues to rely heavily on the nursing staff and janitorial staff to provide guidance on health and safety needs in the buildings. The district collaborated with the Career and Technology Center to continue providing students with in-person and virtual education opportunities. The administrative team meets weekly to ensure equitability and consistency across the district and programs. Personal Care Aides and Classroom Aides were consulted to ensure continued support of students with special needs. Quest Services are contracted to meet staff mental health needs. The district worked with at-risk, out-patient, and in-patient services, including Strawberry Fields, Begin Light, SAP members, the Youth Service Bureau, Soaring Heights, New Story, and others, to provided continuity of education and services for students. The district works with ARIN IU 28 to meet the needs of students experiencing homelessness or

foster care. The district relies on the services of Questec to provide technology support and devices to both staff and students. Hotspots were provided under the consult of TMobile. These partnering organizations provide valuable input to allow the district to meet the needs of students across the district, including those in at-risk groups, whether in-person or virtually.

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.

The Community Group brainstormed an extensive list of community-school engagement events and activities; the district will reconvene this group monthly to further develop and implement these important ideas. The district has also collected information from parent and teacher surveys to identify technology needs that support both in-person and distance learning. From this information, the district has distributed hotspots (in collaboration with the Career and Technology Center), purchased additional student laptops, and upgraded to ViewSonic boards. Numerous software and licenses were also purchased to ease teacher and student engagement and communication, as well as delivery of content. Some of the programs include Kami, Google Suite, Edmentum, and EdInsight. The School Board regularly hosts open mic at public meetings which has given many stakeholders the opportunity to voice concerns and share ideas regarding student health, safety, and academics. Teacher surveys indicated need in the area of professional development for distance learning, technology use, and supporting students mentally/emotionally. The Comprehensive Planning Committee has identified communication, attendance, and rigorous programs as areas of need for the district. ESSER funds will provide technology for improving communication, engagement tools to improve attendance, and software and professional development to improve the rigor and pacing of programs, while addressing areas of learning loss. To further improve virtual learning, at the request of parents, the district plans to move to Chromebooks, allowing teachers and students a seamless experience between the Google Classroom and their one-to-one devices.

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.

In addition to the data collected from stakeholders, the finance director reviewed all areas of increased expenditure and loss of revenue due to COVID. Priority was given to 1) mitigating learning loss, 2) upgrading technology, 3) improving health and safety, and 4) other one-time expenses per ESSER guidelines and specifically in support of the targeted subgroups: students with special needs and students in poverty. The primary goal of the budget is to manage and distribute funds effectively and equitably without creating a budget shortfall in the future. The complete budget will be presented to the school board by the financial director at a public school board committee meeting and then voted on at the next public school board voting meeting. The community will have the opportunity to comment on the plan at the public meeting. The plan will also be made available on the school district website for the public to review between the committee meeting and the voting meeting.

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

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?

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.

a) The LEA will implement evidence-based interventions, including, but not limited to: Learning A-Z, Text Dependent Analysis 3-5, Reading Acadience Online, Reading Dibels, Reading Wonders, Literacy 21-23, AP Springboard, and Leveled Literacy Intervention Elementary will be purchased and implemented, with professional development for teachers as needed, to address reading and writing skills; Get More Math and ST Math to assess and accelerate math skills; Science Building Blocks for Elementary to extend science learning The district will offer extended-school year to qualifying students and summer school to students needing credit recovery or acceleration. The ESSER III funds will support 50% of one teacher's salary and benefits for three years to manage the eMountie Academy platform which houses many of the recovery and acceleration virtual courses. ESSER III funds will support the eMountie Academy for four years.

b) The LEA serves a disproportionate population of students in poverty and students identified as special education. For students identified as needing special education, ESSER funds will provide evidenced-based programming to support these students including the software listed above. ESSER funds will support five teaching positions and five teachers' benefits for three years to maintain appropriate student-to-teacher ratios.

c) The LEA is committed to in-person learning to the greatest extent possible, while offering virtual and hybrid opportunities as needed. The Sapphire SIS will allow the LEA to identify students with excessive/extended absences and low assessment scores, especially in our subgroups. ESSER funds will be used to support highly qualified teachers for our eMountie Cyber Academy and appropriate software, including Edmentum, which is used both for acceleration and learning loss, as described above.

Plan for Remaining Funds

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable?

- 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) ESSER funds will sustain academic services to students by providing the technology necessary for education to occur, with highly qualified staff, whether in-person, virtual, or hybrid. The LEA is taking consideration of programs that have a one-time cost versus on-going costs, to ensure sustainability. Students will be provided free breakfast and lunch, year-round. Students participating in virtual education also free breakfast and lunch. In the event of closure, students who are unable to participate virtually, due to individual circumstances, receive paper copies of content, assignments, and resources. When needed, the LEA delivers resources directly to students' homes. Grant funds will ensure that social/emotional/mental health needs continue to be met by supporting the salary and benefits for one guidance counselor and the extension of salary and benefits for one school psychologist. Our goal is to ensure no interruption to student services or access to education, regardless of the status of COVID in our community. The LEA will also use ESSER funds to recruit and retain substitute teachers, particularly necessary when teacher attendance is impacted by quarantine; this will allow continuity of education.

b) Of 266 IEP students, 222 missed 10 or more days of school. Of 628 Econ Dis students, 526 missed 10 or more days. Of 1564 total students, 1122 missed 10 or more days. Many absences occurred when students failed to login and complete assignments in the virtual environments. Our first step in addressing chronic absences is re-enrolling as many students as possible from cyber to in-person. Parents are being contacted directly by administrators to encourage reenrollment. Special educators are meeting with families to discuss the importance of in-person learning for students with disabilities. ESSER funds will be used to continue improving our virtual learning options, including sustainable internet access and teacher training on student engagement in the virtual classroom, for when in-person learning is not an option. The LEA will

use ESSER III funds to purchase ViewSonic Interactive Panels for the elementary schools, allowing teachers greater ease in synchronously instructing students both in the classroom and those at home. The LEA is committed to in-person instruction for the majority of students for the majority of the school year, with special consideration to students who are economically disadvantaged and students with IEPs.

c) ESSER funds will allow the LEA to purchase an upgraded camera system to help manage contact tracing.

d) ESSER funds will not be used to repair and improve school facilities at this time.

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	Sapphire SIS with teacher training, EdInsight Student Performance Suite and EdInsigh Assessment Builder with teacher training, Acadience Online Learning, Leveled Literacy Instruction, Rosen Literacy (reading skills), Get More Math, ST Math (math skills)
Opportunity to learn measures	Access to technology including one-to-one laptop repairs, upgrades, and replacements; software to identify and mitigate learning loss; family/student/educator surveys; student engagement measures including attendance and assessment scores
Jobs created and retained (by number of FTEs and position type)	Five full-time teaching positions, two guidance counselor positions, one school psychologist position
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	eMountie Academy Cyber Program Enrollment and Credit Earned, Summer School credits earned (Edmentum), Credit Recovery and Accelerated credits earned (Edmentum), Advanced Placement Credits earned (Springboard)

ARP ESSER Fund Assurances

- 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.

[LEA HEALTH AND SAFETY PLAN](#)

BUDGET OVERVIEW

Budget
 \$3,457,534.00
 Allocation
 \$3,457,534.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$900,000.00	Salaries for five teaching positions for Years 1,2,3
1000 - Instruction	200 - Benefits	\$750,000.00	Benefits for five teaching positions for Years 1,2,3
1000 - Instruction	300 - Purchased Professional and Technical Services	\$80,000.00	Substitute teacher salaries for Years 1,2,3
1000 - Instruction	100 - Salaries	\$120,000.00	50% Summer School Salary for one teaching position for Years 1,2,3
1000 - Instruction	200 - Benefits	\$90,000.00	50% Summer School Benefits for one teaching position for Years 1,2,3
1000 - Instruction	600 - Supplies	\$88,207.00	EMounties Academy (Edmentum Platform) Gr 7-12 for Years 1-4
1000 - Instruction	600 - Supplies	\$56,000.00	EMounties Academy (Edmentum Platform) Gr 11-12; 10 @ \$1400 for Years 1-4
1000 - Instruction	600 - Supplies	\$67,460.00	CollegeBoard Advanced Placement Springboard Texts for Years 1 & 4
1000 - Instruction	600 - Supplies	\$66,000.00	Leveled Literacy Instruction Materials for Years 2-4

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$40,000.00	Text Dependent Analysis Materials for Years 1-4
1000 - Instruction	600 - Supplies	\$15,000.00	Acadience Online Learning for Reading for Years 3-4
1000 - Instruction	600 - Supplies	\$20,000.00	Dibels for Reading Years 1-4
1000 - Instruction	600 - Supplies	\$25,740.00	Get More Math Years 1-3
1000 - Instruction	600 - Supplies	\$1,416.00	Learning A-Z, Years 1-4
1000 - Instruction	600 - Supplies	\$43,000.00	Rosen Literacy, Years 1 & 3
1000 - Instruction	600 - Supplies	\$20,190.00	ST Math , Years 1,2,3
1000 - Instruction	600 - Supplies	\$20,000.00	Science Building Blocks for Elementary, Year 3
1000 - Instruction	600 - Supplies	\$175,000.00	Reading Wonders Curriculum, Year 4
1000 - Instruction	700 - Property	\$75,000.00	ViewSonic Interactive Panels for Elementary classrooms in Year 4
1000 - Instruction	700 - Property	\$35,430.00	Sapphire Student Management System for Year 4
		\$2,688,443.00	

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$198,610.00	Salary for one middle school guidance counselor, Years 1-3
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$177,031.00	Benefits for one middle school guidance position, Years 1-3
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$65,790.00	Salary for one school psychologist, Year 3
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$56,867.00	Benefits for one school psychologist, Year 3
2600 - Operation and Maintenance	700 - Property	\$125,000.00	Camera Upgrade (for contact tracing) in Year 3
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$79,883.00	Guidance Counselor High School Year 3 Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$65,910.00	Guidance Counselor High School Year 3 Benefits
		\$769,091.00	

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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
	\$1,364,283.00	\$1,139,808.00	\$80,000.00	\$0.00	\$0.00	\$638,013.00	\$235,430.00	\$3,457,534.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,457,534.00