

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	We will be analyzing our Spring PSSA data, and our completed CDT data at the individual student level to create learning plans for our students based on standards. We will also utilize multiple universal screeners through our K-12 MTSS process to inform individual level academic interventions as part of our district's Multi-Tiered System of Support (MTSS) service delivery framework.
Chronic Absenteeism	Attendance patterns are monitored daily. Frequent contact with parents/guardians regarding attendance in school and the importance to school success. Connecting students with school and trusted adults to increase attendance rates. Our partnership with Lycoming County Children and Youth for a home liason ensures that families have the supports they need to reinforce good attendance, such as healthcare, reliable transportation, child care, and stable housing.
Student Engagement	We administer the PA School Climate Survey regularly to address Student Engagement to School. We also focus on quality relationships within our buildings to keep students involved in school. Behaviors that affect positive school experiences and lifelong learning will be assessed and addressed. We will use the SRSS (Student Risk Screening Scale) at the elementary level, and the BASC-BESS (Behavior Emotional Screenig Scale System) to identify students in need of supports to keep them positively engaged in school. Our MTSS process will be utilized to address individual level behavioral interventions as part of our district's Multi-Tiered System of Support service delivery framework.
Social-emotional Well-being	We will utilize the PASS Assessment Survey in grades k-12 to proactively identify social and emotional barriers to learning. Factors assessed include: Feelings about School; Attitude to Teachers; Attitudes to Attendance; Perceived Learning Capability; Self Regard; Preparedness for Learning ; Confidence in Learning; General Work Ethic; and Curriculum Demands. We will use this data in combination with other universal screening data, to inform district, school, cohort, or individual level intervention as part of teh district's MTSS service delivery framework. The district's goal is to coordinate intervention services before chronic challenges significantly interfere with student achievement and social/emotional well-being.
Other Indicators	We utilize data from our PAYS survey to respond to identified student needs across grade spans.

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
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>The Kaufman Test of Educational Achievement (KTEA-3), Key Math-3 Diagnostic Assessment, Test of Written Language (TOWL-4), Comprehensive Test of Phonological Processing (CTOPP2), Test of Word Reading Efficiency (TOWRE-2), and the Wechsler Individual Achievement Test (WIAT-4), will be used as part of our MTSS framework to determine achievement levels as compared to standardized norms to inform interventions to address learning loss. We will use the Circles Curriculum Bundle in our Life Skills Classrooms to address Intinacy & Quality Relationships, Basic Friendship Skills, and Who & When Not to Trust. The LifeSmart Curriculum will address Financial Fitness Strategies and how to avoid financial pitfalls, A transitions Curriculum will be utilized for Personal, Career and Life Management. The PEAK Comprehensive assessment and material kit will be utilized with our Autistic population of students. This Autistic Support Curriculum will address verbal skills through applied behavior analysis. A six week extended school year program was provided to target specific learning loss of our special education identified students.</p>
<p>Students from low-income families</p>	<p>Both Synchronous and Asynchronous Instruction was provided during periods of remote instruction in the 2020-2021 school year and will continue as needed in the 2021-2022 school year. Tutors were assigned to struggling learners and deliveries of paper copies, meals and materials were delivered to students door-to-door. We will continue to monitor this population of students with our universal screeners to inform tiered interventions as part of our MTSS Framework.</p>
	<p>Perhaps our largest concern with students that</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	faced particularly significant impacts from the pandemic are those suffering with social & emotional issues as a result of isolation, lack of social engagement or present mental health issues exhasurbated by the pandemic.

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	Regular Individual Counseling Sessions with school counselors, school socialworker, and/or school psychologist via zoom.

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

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

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

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

- ☒ Students from low-income families
- ☒ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by

gender)

- ☐ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☐ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Our Continuity of Education Plan includes blended instructional strategies utilizing the LMS Schoology. Our teachers delivered synchronous and asynchronous instruction remotely from their homes. Because of our small school environment, our teachers maintained close contact with their students and families. Learning needs of students were addressed immediately through individualized zoom sessions, telephone calls or porch visits at homes to deliver needed materials or to simply communicate in person while maintaining a social distance.

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	Weekly Attendance Reports were run by essential school staff and any chronic absenteeism issues were addressed by administrators, counselors or Children & Youth through regular check-ins with students and parents.

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.)

All community stakeholders participated in an online survey regarding our continuity of education and identifying our greatest needs in reopening school for the 2021-2022 school year.

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)**

Public input as well as student and staff input has been discussed with School Board Committees and District Administrators to identify and plan for our strategies and district level goals to have the greatest impact for the success of our students with the use of our ARP ESSER 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)**

Two public meetings have been held to date to discuss the plans for the ARP ESSER Funds.

Project #: 223-21-0262
Agency: Montgomery Area SD
AUN: 117415004
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Feedback from stakeholder groups has been considered by our board of school directors. Plans were approved at our July public board meeting to move forward with this grant process and approval from PDE for our projects. Our community will continue to be kept informed of our progress through our website and subsequent public meetings detailing our progress toward goals.

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.

Our reservation of funds will be utilized for very specific, ongoing, intensive tutoring based on individual student data. We have analyzed our individual student data from our quarterly CDT administrations and compared that to our 2019-2020 and 2020-2021 data. This information combined with the PSSA data when received and our research based universal screeners for the 2021-2022 school year, will drive specially designed instruction for student success. We provided an individualized summer session for students grades K-12 and an extended summer session for special education students. The data collected in this academic school year, combined with our summer sessions, will be compared to our progress monitoring that occurred as part of our continuity of education plan. This information will be utilized by classroom teachers in designing their instruction and remediation. Our MTSS teams meet regularly to coordinate intervention services before chronic challenges significantly interfere with student achievement levels. Students will receive before, during and after school tutoring, homework help and/or targeted interventions utilizing our Library Learning Commons and additional areas within our school designed with ARP Act funding.

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.

Additional funds outside of the 20% reservation will be utilized to create the learning spaces necessary for students to maintain a high level of academic success. In addition to the Library Learning Commons, we will develop an Emotional Support Classroom to address the needs of this very special population of student. In addition, we intend to address one of our largest barriers to learning which is our social & emotional well being of our students and staff. We are preparing renovations of an area in our school for a mental health suite that will house in school services provided by district staff as well as outside agency organizations including Community Services Group (CSG), Diversified Treatment Alternative Centers (DTAC), OT, PT and Hearing Services, Lycoming County Children & Youth Services, Geisinger Medical Center Sleep Study partners, UPMC, district social worker, school counselors and school psychologist. We have whole school diagnostic assessments in place to inform district, school, cohort, or individual

level interventions as part of the district's Multi-Tiered System of Support service delivery framework. Finally, remaining funds will be utilized for mitigation strategies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention and the PA Department of Health. Our core set of strategies continues to focus on our ability to pivot to any mode of learning needed based on public health responses while not disrupting the educational progression and growth of our students.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,332,388	20%	466,478

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	Our data collection is extensive. Our small school size and focus on district, building and teacher level goals based on individual student data has allowed us to be designated as a school of fidelity for our MTSS framework. Our professional development is based on improving student learning through high quality planning and instructional strategies. We utilize nationally recognized universal screeners to determine our levels of interventions and follow through on progress monitoring over time.
Opportunity to learn measures (see help text)	Our students and teachers are equipped with the technology necessary for 24/7 any time any where learning. We have a district level LMS, Schoology that is utilized by all stakeholders. We have trained students, staff and parents on the use of our technologies and employ a technology coach to support teachers and students on a daily basis. We have surveyed our community for internet connectivity difficulties and have addressed the needs of our population. All students have access to the tools they need for learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	Not Applicable. We have not created any new positions through ARP ESSER funding.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We have developed summer programs for acceleration and remediation of students using assessment data and delivering individualized instruction. We will provide remediation and after school homework help as needed in the 2021-2022 school year. Mental Health Services will be provided on an as needed basis to students, staff and families. Special education identified students will participate in transition activities and on the job training with a job coach. Our progress monitoring of these strategies will be research based and collected and analyzed at the individual student level.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,332,388.00

Allocation

\$2,332,388.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$60,000.00	Salaries for staff to teach summer school, ESY, and after school tutoring.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$50,000.00	Contracted Services for Certified Behavioral Analyst through ABA Support Services, LLC, to assist in functional behavioral assessments and provide professional development to our instructional staff to better support our students in the Least Restrictive Environment.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$20,000.00	Professional Development Services for District Staff based on District Level Instructional Goals and that of the ARP ESSER Plan.

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$150,000.00	Curriculum and assessments to drive individual student achievement and engagement in higher levels of thinking and inquiry based learning.
1000 - Instruction	600 - Supplies	\$180,000.00	Instructional supplies including ILS software for individualized assessment, remediation or acceleration of students in order to target specific skills lost during remote learning.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	Special Education Curriculums and Assessments to support individualized student learning
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$25,000.00	Job Coach for transition services and on the job training for identified students in need.
1000 - Instruction	100 - Salaries	\$140,000.00	Instructional Technology Supervisor to create and support the Montgomery Virtual Academy as a remote option for students not wishing to return to face to face Instruction.
1000 - Instruction	100 - Salaries	\$60,000.00	Professional Behavior Technician for our Emotional Support

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Function	Object	Amount	Description
			Classroom and Tier II Interventions.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$80,000.00	Specialized Services for OT, PT and Speech for targeted students through Kidswork Therapy.
1000 - Instruction	200 - Benefits	\$5,904.00	Employee Assistance Program designed to address our Staff wellbeing and productivity in today's highly complex and challenging workplace.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$200,000.00	Contracted Cleaning Service for Increased Cleaning/ Disinfecting/ and sanitizing of our building to meet CDC Guidelines for COVID-19 prevention.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$31,484.00	Certified Part Time Nursing Staff to support contact tracing, COVID testing, and vaccination clinics at the school.
		\$1,032,388.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,332,388.00

Allocation

\$2,332,388.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,300,000.00	Renovations to existing school spaces for Emotional Support Classroom, Mental Health Suite, Library Learning Commons and Furniture to support student learning.
		\$1,300,000.00	

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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	\$260,000.00	\$5,904.00	\$100,000.00	\$0.00	\$0.00	\$330,000.00	\$0.00	\$695,904.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$281,484.00	\$0.00	\$0.00	\$0.00	\$0.00	\$281,484.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$55,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,300,000.00	\$1,300,000.00
	\$260,000.00	\$5,904.00	\$406,484.00	\$0.00	\$0.00	\$360,000.00	\$1,300,000.00	\$2,332,388.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$2,332,388.00