

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	Math data from iReady math, Fountas and Pinnell reading assessment, and NWEA Map assessment was used to identify students who were two years or more below grade level toward the end of the 2020-2021 school year.
<b>Chronic Absenteeism</b>	Daily K-12 attendance in Skyward will be used to identify chronic absenteeism.
<b>Student Engagement</b>	Observation data will be used to identify the extent of student engagement in the classroom.
<b>Social-emotional Well-being</b>	Student survey results in 7-12 will be used to identify the social emotional well being of students. School counselor data will be used at the K-6 level. A community Google form survey indicated that mental health and social emotional issues are top concerns.
<b>Other Indicators</b>	

### **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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Assessments such as iReady reading, Fountas and Pinnell, classroom reading running records, iReady math, Ready math mid unit and end of unit assessments will be used to identify and measure impacts.
English learners	Assessments such as WIDA testing, iReady reading, Fountas and Pinnell, and classroom running records will be used to identify and measure impacts.
Students from low-income families	Data from SEL activities through Newsela and assessments such as iReady reading, Fountas and Pinnell, classroom reading running records, iReady math, Ready math mid unit and end of

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

**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
<b>Strategy #1</b>	Using Newsela SEL resources has been most effective in supporting the needs of students from low-income families. These resources were not only used with the students, but a regular email with SEL resources was set to parents and guardians on a regular basis. In addition, teachers created additional lessons around the SEL topics.

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.

Students reading below grade level

**Reflecting on Local Strategies: Strategy #2**

	Strategy Description
<b>Strategy #2</b>	Using data from iReady and instruction tailored to each individual student through My Path has been effective in meeting the needs of students related to the academic impact of lost instructional time, especially for English learners and children with disabilities.

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.

Students reading below grade level or are not on grade level in math.

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
Strategy #3	Providing online students with regular opportunities to engage with in-person students and to participate in whole school activities has been most effective in supporting the needs of our students

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

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

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

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

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

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

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

The Governor Mifflin School District has engaged in meaningful consultation with stakeholders through a variety of meetings. Individual meetings with groups of educators such as teachers, school and district administrators, special education teachers and administrators, ELL teachers, and school staff such as maintenance provided an opportunity for those stakeholders to provide input on how each group believes the ARP ESSER funds could be best utilized. Community members and families were met with previously regarding the needs for the secondary campus. At monthly board meetings and at the district's annual district community budget town hall, the district administration informed the community of the collective decisions that were made to decide on how the ARP ESSER funds would be utilized. In addition, at each board meeting, the district reviews publicly the financial quarterly reports, which will include ARP ESSER funds and how they are spent.

#### **5. Use of Stakeholder Input**

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

The Governor Mifflin School District has taken the stakeholder and public input into account in the development of the LEA Plan for the use of ARP ESSER Funds and has allocated funds to implement several requests across each stakeholder group. Teachers, school and district administrators, community members, students, and families requested that funds be utilized to support student learning loss through a Summer Success Academy, Extended School Year, and Credit Recovery in the Summer of 2021 and the Summer of 2022. The district will also address learning loss through after school programs made available to all students during the 2021-

2022 and 2022-2023 school years. The same groups also requested that transportation be provided for all students who attend all three summer programs. The K-6 teacher group specifically requested that their Reading Specialists return from teaching students to supporting learners in the classrooms. Funds from the ARP ESSER funds will be utilized to support the return of the Reading Specialists in grade K-6. All teachers K-6 requested that the district find a solution to not being able to get enough substitute teachers throughout the school year. The district will be allocating ARP ESSER funds across the 2021-2022 and 2022-2023 school year to be able to fill the substitute needs K-12 by contracting with Kelly Services. All stakeholders requested that part of the ARP ESSER funds be utilized to support the district's secondary campus project. The district has allocated part of the funds to support this project to be completed in 2023.

#### **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)**

Throughout the process of gathering input from stakeholders on how the ARP ESSER funds should be utilized, the district has updated the public at monthly school board meetings on how the money will be allocated. In addition, the community was updated on the final allocations at the April district Budget Town Hall Meeting. The Governor Mifflin School District's plan for the use of ARP ESSER funds will be made public on the district website and will be submitted to PDE within 90 days of the receipt of the ARP ESSER funding. The plan will be posted on the district website in both Spanish and English. Print copies in Spanish and English will be made available for those who do not have internet access or prefer that format. The district will provide any alternate form upon request by a parent/caregiver who is an individual with a disability in whatever format is necessary.

## **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.

The Governor Mifflin School District recognizes the academic needs of students after the pandemic; therefore, the district will offer a 3 hour intensive math and English individualized replacement instruction through the Summer Success Academy and Extended School Year programs that run four days a week for five weeks in the Summer of 2021 and the Summer of 2022. Using data from iReady math and the Fountas and Pinnell reading assessment, students who were two or more grade levels below their current grade level in math and English Language Arts were invited to participate in the K-8 Summer Success Academy. Students in the Extended Year Program Students enrolled in the high school Credit Recovery Program have the opportunity, in a small class setting, to retake a class they failed during the 2020-2021 school year. Teachers will continually assess students through common content area assessments and provide grades at the end of the course. The district will measure the success of the Credit Recovery Program by the number of students who have passed previously failed high school courses. In addition, during the 2021-2022 school year, each building will have 3 reading specialists at each K-4 building and the 5-6 building to provide interventions in reading for students. In the 2020-2021, there was only one reading specialist per building to provide interventions in reading.

#### **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.

Continuity of Services: The Governor Mifflin School District will use ARP ESSER funds to sustain services to address students' academic needs through  
Access to Instruction: The Governor Mifflin School District will use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery through  
Facilities Improvements: The Governor Mifflin School District will use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation through

**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)**

All district interventions are supported by Tier 1,2,3, or 4 evidence.

**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)
<b>20 Percent Reservation</b>	4,137,495	20%	827,499

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	iReady Math, Fountas and Pinnell Assessment, and iReady Reading will be used to measure progress of all students, but it can also be disaggregated by EL and Special Education students.
<b>Opportunity to learn measures (see help text)</b>	Each school in the district has conducted and will continue to conduct student surveys around how well connected and engaged students feel related to school. This not only measures student engagement and student sense of belonging, but also our progress with our SEL curriculum, specifically in the middle school. In addition, the district has released a survey to all stakeholders to garner input on what they believe our students and staff need the most in terms of how we should spend the ESSER ARP funding. The district continues to monitor its technology resources to ensure that all students have individual access to a Chromebook. In terms of teacher professional development, we will conduct a Google survey to gather information on learning related to Teachers College and Responsive Classroom professional development sessions.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	The district has hired a social worker and data will be gathered and reviewed around number of students assessed by social worker and the outcome of the assessment, including follow up steps to ensure a positive student outcome. Reading Specialist positions will be assessed through the student growth and achievement on the Fountas and Pinnell assessment, as well as the iReady Reading benchmark.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Attendance data from our Summer Success Academy for grades K-8, Credit Recovery for grades 9-12, Extended School year and After School Programs for grades K-12 will be utilized to measure participation in programming funded by ARP ESSER resources.

**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 LEA<sup>1</sup>. 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.

<sup>1</sup>Calculations 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**

\$4,137,495.00

**Allocation**

\$4,137,495.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$350,000.00	Reading Specialists 2023-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$150,000.00	Reading Specialists 2023-2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,000.00	Extra pay for Middle School teachers to change curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$383.00	Benefits paid related to extra pay to Middle School teachers
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$106,071.00	Salaries for teachers during extended ESY
1200 - SPECIAL PROGRAMS – ELEMENTARY /	200 - Benefits	\$24,842.00	Benefits for teachers during extended ESY

**Project #: 223-21-0167**  
**Agency: Governor Mifflin SD**  
**AUN: 114063003**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
SECONDARY			
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$287,237.00	Summer Enrichment salaries for K-6
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$71,900.00	Summer Enrichment benefits for K-6
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$135,545.00	HS Credit Recovery salary during Summer
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$33,454.00	HS Credit Recovery benefits during summer
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$46,000.00	After school programs for students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$11,900.00	After school program for students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,500.00	Reading Specialist intern from Kutztown University
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$500.00	Mentor stipend for Tenured Reading Specialists to work with interns

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		\$1,238,332.00	
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**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$4,137,495.00

**Allocation**

\$4,137,495.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$22,000.00	Transportation Summer beyond ESY
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$43,730.00	Transportation After School 1 extra bus
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,284,417.00	HVAC and air quality at new community center/health & phys ed center
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$133,820.00	FT Social Worker Salary (2 yrs)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$82,908.00	FT Social Worker Benefits (2 yrs)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$135,000.00	Contracted social worker (2 yrs)

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$22,000.00	Reading Professional Development-- Teacher's College
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$114,550.00	Science Research Institute professional development
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$21,000.00	Responsive classroom professional development
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$31,200.00	Staff mental health
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$8,538.00	Math Professional Development through Ready Math
		<b>\$2,899,163.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$537,045.00	\$195,737.00	\$15,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$748,282.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$106,071.00	\$24,842.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130,913.00
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	\$287,237.00	\$71,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$359,137.00
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	\$133,820.00	\$82,908.00	\$135,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$351,728.00
2200 Staff Support Services	\$0.00	\$0.00	\$166,088.00	\$0.00	\$0.00	\$0.00	\$0.00	\$166,088.00

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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
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$65,730.00	\$0.00	\$0.00	\$0.00	\$0.00	\$65,730.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$31,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,200.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$2,284,417.00	\$0.00	\$0.00	\$0.00	\$2,284,417.00
	<b>\$1,064,173.00</b>	<b>\$375,387.00</b>	<b>\$413,518.00</b>	<b>\$2,284,417.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$4,137,495.00</b>

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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								\$4,137,495.00