

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	Through the analysis of various standards-based assessments, in-class formative/summative assessments, and student work, the teachers were able to determine the impact of lost instruction had on student performance. These assessments enabled teacher to determine the level of supports needed based on the loss of instruction.
Chronic Absenteeism	Attendance data from the student management system was used to identify students who had a history for chronic absenteeism. Attendance plans were developed with the assistants of the district's truancy monitor, administration, SAP counselors, parents, and administration. Through these attendance meetings the team looked at the reasons for the absences when building an improvement plan. The SAP counselors followed up with the parents and students to monitor progress. When progress was not improved, the local magistrate officiated over a truancy hearing. Further plans were developed during the hearing to improve the student's attendance.
Student Engagement	Results from standardized assessments, behavioral surveys, teacher reports, completed homework, online assignments turned in from cyber students, cyber students attending virtual meetings, and student grades enabled the school to assess the level of active student engagement.
Social-emotional Well-being	The results of various behavior screeners, student surveys, and referrals to the SAP program, enabled the school to provide counseling supports for students with emotional needs. In some cases students were referred for outside counseling when a higher level of support was required. Ongoing SAP meetings were used to follow the progress of students who were referred for supports.
Other Indicators	All of the preschools in our school district were closed or limited the number of preschool students who could attend their programs. As a result, many incoming kindergarten students were unable to receive any foundational education prior to entering school. McKean Elementary will add an additional classroom at kindergarten to lower the classroom teacher to student ratio and provide a more equitable educational experience for their students.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Through progress monitoring of IEP goals the special education teachers will be able to determine the recoupment rate for the loss of learning.
Students from low-income families	Standardized assessments will be used to monitor student academic growth/progress over the school year.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	The district's truancy coordinator will work closely with the SAP counselor, SRO, parents, and administration to prevent habitual truancy patterns for recurring.
Students from low-income families	Classroom teacher and intervention teachers will use the results from quarterly universal screeners in literacy and math to note academic progress of our kindergarten students.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	The MTSS program has been instrumental in providing the necessary academic interventions to students who need additional supports.

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	The district's truancy monitor provides support to the SAP committee and administration for chronic absenteeism.

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	SAP provides counseling support for students who have social-emotional needs.

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:

Students who fell in the other category received their instruction through the district's online instructional model.

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.)

During the 20-20-21 school year stakeholder engagement was gained from the Learning Loss committee that was comprised of building teachers. Additional stakeholder groups consisted of the PTA/PTO groups, questions received through the weekly facebook live sessions and teacher meetings. During Open House parents of kindergarten students were surveyed about class size and the effects an over crowded classroom would have on their student's education.

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)**

Stakeholder input has been instrumental in how the school reviewed and revised its Plan over the 20-21 school year. The Learning Loss committee was instrumental in developing the instructional curriculum and scope and sequence for the year. Through the weekly facebook live sessions, the superintendent was able to address ongoing parent questions as news from PDE and the federal level evolved. This ongoing dialogue enabled the district review/revise the Plan throughout the school year. Survey results from kindergarten open house were used to determine the need for an additional kindergarten section.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in

a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA Plan will be developed through the input of the various stakeholder groups. That input will be instrumental in ensuring that all students will be safe when they return to school in the fall. When approved by the school board with stakeholder involvement, the LEA Plan will be posted on the district website for review and public comment.

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.

All three building levels will use the MTSS model to provide academic and behavioral supports to each group of students. Universal screeners will be used at each level to identify specific skills needing supports. Research-based interventions will be used to address the those specific skills. Interventions during the school year will be delivered to groups of students ranging in numbers from 2-5. The interventions will be provided 4 days per week with 1 day day of progress monitoring. After 6-weeks, the data will be reviewed to determine if adequate progress is being made. At the middle and high school a 5-week summer school will be available. Students selected for these two programs will be selected through an EOY screening tool specific to both levels. These students will receive intense direct explicit instruction on skills identified through the screening tools. The summer school model will follow the MTSS model for interventions. In addition, the middle and high schools will use various research-based online instructional tools to reinforce skills learned from their teachers. These online resources will also monitor student progress on select skills needing support. An additional kindergarten section will be added at McKean Elementary to offset the number of preschools that were closed during the 2020-21 school year. The closure disproportionately effected many lower socio-economic students. Having smaller classes sizes in kindergarten will provide more academic equity for students entering school for the first time.

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.

Due to the negative impact covid has had on society and seeking to create a healthy learning environment for our students and staff, the District plans to replace 12 to 14 middle school & high school roof top HVAC units which range from 26 to 30 years old and have reached or exceeded their expected useful lives. The replacement units will be engineered to improve indoor air quality in the building's common areas (e.g. hallways, gymnasiums, cafeterias and offices) with the latest built-in filtration and/or disinfection technology along with improved air flow. This up grade will mitigate any health issues, improve the air quality, and provide an extra layer of protection for students and staff.

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

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

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,463,146	20%	492,629

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	Student learning will be assessed through various pre/post standardized assessments, formative/summative assessments, and progress monitoring on IEP goals.
Opportunity to learn measures (see help text)	K-12 student engagement will be monitored with the use of the 1-to-1 iPad program in the district. District teachers will have opportunities to take part in professional development through the local intermediate unit and various professional organizations.
Jobs created and retained (by number of FTEs and position type) (see help text)	Jobs created by ARP ESSER funding will be dedicated to providing academic supports for historically under achieving students and students who need additional interventions through the MTSS program.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	None

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

\$2,464,899.00

Allocation

\$2,464,899.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$198,622.00	Employee salaries/wages
1000 - Instruction	200 - Benefits	\$98,150.00	Benefits
1000 - Instruction	300 - Purchased Professional and Technical Services	\$115,000.00	Americorps support
1000 - Instruction	600 - Supplies	\$80,857.00	Various supplies for learning support
		\$492,629.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,464,899.00

Allocation

\$2,464,899.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$10,800.00	Bus driver wages for afterschool tutoring
2700 - Student Transportation	200 - Benefits	\$2,500.00	Bus driver employment taxes
2700 - Student Transportation	600 - Supplies	\$6,830.00	Gasoline for busses
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,952,140.00	HVAC roof-top units
		\$1,972,270.00	

Project #: 223-21-0163
Agency: General McLane SD
AUN: 105253903
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$198,622.00	\$98,150.00	\$115,000.00	\$0.00	\$0.00	\$80,857.00	\$0.00	\$492,629.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$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

**Project #: 223-21-0163
Agency: General McLane SD
AUN: 105253903
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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	\$10,800.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$6,830.00	\$0.00	\$20,130.00
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	\$1,952,140.00	\$1,952,140.00
	\$209,422.00	\$100,650.00	\$115,000.00	\$0.00	\$0.00	\$87,687.00	\$1,952,140.00	\$2,464,899.00

Project #: 223-21-0163
Agency: General McLane SD
AUN: 105253903
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,464,899.00

Section: Narratives - Construction Project Details

PA Department of Education

Request for Prior Approval

Construction/Renovation Projects funded under ESSER

1. LEA Name:

General McLane School District

2. AUN#:

105253903

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. Matthew Lane	Superintendent	matthewlane@generalmclane.org
Contact Name	Bill Fendya	Director of Business & Operations	williamfendya@generalmclane.org

The above LEA is requesting prior approval for the following project to be funded in full or in part from federal grant funds as permitted in ARP ESSER.

Construction/Renovation Projects:

- New Construction projects.

4. Describe the proposed project that is requested to be funded in full or in part from federal ESSER funds. (3000 characters)

Due to the negative impact covid has had on society and seeking to create a healthy learning environment for our students and staff, the District plans to replace 10 to 12 middle school & high school roof top HVAC units which range from 26 to 30 years old and have reached or exceeded their expected useful lives. The replacement units will be engineered to improve indoor air quality in the building's common areas (e.g. hallways, gymnasiums, cafeterias and offices) with the latest built-in filtration and/or disinfection technology along with improved air flow. This up grade will mitigate any health issues, improve the air quality, and provide an extra layer of protection for students and staff. The District plans to apply for \$1.2 million of ESSER II funds and \$2.0 million of ARP funds to supplement state/local spending.

5. Explain how the LEA has determined that the proposed project complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404)); (3000 characters)

The project is necessary given the age of the current units, the increasingly frequent need for repairs and scarcity of replacement parts. Although costs are estimated for purposes of the grant application the District will conduct a bid process to identify the lowest responsible bidder and, therefore, the most reasonable cost. The District has employed a qualified engineer to prepare detailed specifications for the proposed roof top units. Once the specifications are finalized, the District will follow all federal, state and local regulations to advertise to solicit sealed bids to complete the manufacture and installation of the units. The District will then review the bid submissions and award a contract to the lowest responsible bidder.

6. Explain how this proposed project meets the overall purpose of the ARP Act program, which is “to prevent, prepare for, and respond to” COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance; and (3000 characters)

The replacement units will be engineered to improve indoor air quality in the building's common areas (e.g. hallways, gymnasiums, cafeterias and offices) with the latest built-in filtration and/or disinfection technology along with improved air flow. This upgrade will effectively improve the the health and safety of students and staff by mitigating the air quality. These improvements are being made to prevent, prepare for and respond to the spread of the COVID-19 virus.

7. Explain how the proposed project is consistent with the proper and efficient administration of those programs. (3000 characters)

By repairing and improving the school's HVAC system they will reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. They will also improve the indoor air quality, through ventilation and/or advanced filtration systems.

Please note that the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.

8. Projected Costs by Funding Source (please note: obligation dates are included. Each project has an additional 90 days for liquidation):

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	986,135	750,000

Section: Narratives - Assurances

As noted below, an LEA using ESSER funds for remodeling, renovation, and new construction must comply with additional federal requirements

By reviewing and agreeing to the assurance statements below, the LEA is verifying that approved construction projects will comply with all applicable Uniform Guidance requirements, Davis-Bacon prevailing wage requirements, and all of the US Education Department's applicable regulations regarding construction at 34 CFR §§ 76.600 and 75.600-75.618.

9. The LEA assures that all construction contracts using laborers and mechanics financed by Federal education funds, an LEA that uses ESSER funds for minor remodeling, renovation, repair, or construction contracts over \$2,000 will meet all Davis-Bacon prevailing wage requirements and include language in the contracts that all contractors or subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates). (See 20 U.S.C. 1232b Labor Standards.)

Yes

10. The LEA assures that it has complied or will comply with the requirements for Domestic Preference in construction materials and supplies where applicable (2 CFR § 200.322);

Yes

11. The LEA assures that it has completed an environmental impact assessment before initiating the construction and fully considered any potential environmental ramifications before proceeding with the project (34 CFR § 75.601);

Yes

12. The LEA has considered the probable effects of proposed construction on any district, site, building, or structure that is included or eligible for inclusion in the National Register of Historic Places (34 CFR § 75.602)

Yes

13. The LEA assures that it possesses title or other interest in the site, including right of access, that is sufficient to ensure that the grantee will have use and possession of the facility for 50 years or the useful life of the facility, whichever is longer (34 CFR § 75.603);

Yes

14. The LEA assures that the proposed project will begin in a reasonable time period and will have the final plans approved before the construction is advertised or placed on the market for bidding (34 CFR §

75.605);

Yes

15. The LEA assures the proposed project will be completed in a reasonable time period and consistent with the approved plans and specifications (34 CFR § 75.606);

Yes

16. The LEA assures that the proposed construction is functional, economical, and not elaborate in design or extravagant in the use of materials as compared to other facilities in the State or other applicable geographic area (34 CFR § 75.607);

Yes

17. The LEA assures that plans and designs for the facilities comply with applicable Federal, State and local health and safety standards, as well as Federal requirements regarding access by persons with disabilities. (34 CFR §§75.609 and 75.610);

Yes

18. The LEA assures it possesses sufficient operational funds to operate and maintain the facility once the construction is complete and will the grantee operate and maintain the facility in accordance with all applicable Federal, State, and local requirements (34 CFR §§ 75.614 and 75.615);

Yes

19. The LEA agrees it will comply with all other applicable federal laws and regulations.

Yes

Section: Narratives - Construction Project Details

PA Department of Education

Request for Prior Approval

Construction/Renovation Projects funded under ESSER

1. LEA Name:

General McLane School District

2. AUN#:

105253903

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. Matthew Lane	Superintendent	matthewlane@generalmclane.org
Contact Name	Bill Fendya	Director of Business & Operations	williamfendya@generalmclane.org

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Yes

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