

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	During the 20-21 school year the Muhlenberg School District remained 100% virtual for the first three quarters and then returned in a hybrid model. Teachers taught virtually and surveys went home to families several times to gather information on how the virtual model was working. We chose not to benchmark students as we were not giving PSSA's during this school year. Quantifying any learning loss was not a priority. The 21-22 school year we returned to face-to-face instruction. To get ready for the school year, we offered a summer program to address the social-emotional gap created by the pandemic. We communicated through surveys and registration forms with families to gauge interest. We served 1800 students during the summer of 2021.
Chronic Absenteeism	During the 2020-21 school year, attendance was taken each day, including virtual learning. Students were marked absent if they did not check in with a teacher during their synchronous instructional time. Students that were chronically absent, families were contacted by the teacher, building administration and the Parent and Family Outreach Coordinator.
Student Engagement	Student Engagement suffered during the pandemic, especially during virtual learning. Many students felt more comfortable with their cameras off and peer-to-peer engagement was virtually nonexistent. During virtual instruction, engagement was measured using formative assessments and communication through Google Classroom and SeeSaw.
Social-emotional Well-being	Frequent communication to families from the Superintendents office has occurred since March of 2020. Each message home included information from our Behavior Specialist and the services we offered. Every live meeting teachers had with students during virtual learning included an SEL morning meeting. Guidance counselors sent surveys to students as a check in. Our PFE department sent surveys regarding internet connection and distributed hotspots to ensure every child had equal access to their teachers, principals, counselors, etc. The district is in the process of hiring two social workers to help with the social-emotional needs of all our children.
Other Indicators	

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.

	Provide specific strategies that were used
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Student Group	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>Prior to the pandemic, our students identified with an IEP benefitted from the co-teaching model. Many students also had access to a paraprofessional through small-group learning. The pandemic and virtual learning eliminated this practice. We started using the pull-out model for students to be educated in a small group or individually with their IEP teacher, addressing their individual needs outlined in the IEP. Paraprofessionals continued working in small groups as well. This practice has continued during in-person learning to gather data on the learning needs of these children.</p>
<p>English learners</p>	<p>Prior to the pandemic, our students identified an English Learner benefitted from the co-teaching model. Many students also had access to a paraprofessional through small-group learning. The pandemic and virtual learning eliminated this practice. We started using the pull-out model for students to be educated in a small group or individually with their ESL teacher, addressing their individual needs language needs. Paraprofessionals continued working in small groups as well. This practice has continued during in-person learning to gather data on the learning needs of these children.</p>
<p>Students experiencing homelessness</p>	<p>Our numbers of homeless students have increased since the pandemic. We continue to operate a homeless closet, giving clothing and supplies, when we know there is a need. During virtual learning, this was near impossible to track. Our Behavior Specialist and Parent and Family Outreach Coordinator have teamed up and use a multi-disciplinary approach to service the needs of our homeless students. We are in the process of hiring two social workers that will join this team approach to identify and measure impacts.</p>

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	Acknowledging the social-emotional impact the pandemic had on all children. The district has a K to 12 SEL curriculum that is implemented every day. Our Behavior-Specialist partnered with a local university and the district has added 3 social worker interns. This team meets with small groups or individual children every day to address their social-emotional needs. Starting in January 2022, the district will add two social workers to our team to further address student needs.

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	Pull-Out Model for Special Education and English Learners. These two groups of students faced particularly significant academic impacts from the pandemic. Special Education and ESL teachers are addressing the academic needs in small pull-out groups. The built-in intervention time in each building is designed to meet the needs of these children to address any learning loss from the pandemic.

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	

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 majority of the ARP ESSER funds will be used during our summer programs. The planning process started in April of 2021 with teachers. Planning committees comprised of elementary/secondary regular education and special education teachers and administrators met several times to brainstorm on what the summer offering would look like. The next step was to gauge community interest and collect feedback on the summer program. The Parent and Family Outreach Coordinator sent out the first communication, in both English and Spanish, in May of 2021. A one-page flyer was emailed to all families, followed up with a phone call to every family home in the Muhlenberg School District. Next, a survey and registration form <https://docs.google.com/forms/d/1XZSih84f4mAFDBX6QgDHE21ZeTIJqWi6k78zu1YT4N0/edit> was sent to every family to sign up for the program and to select the activities the registered child would take part in. Every MSD teacher was surveyed to gauge interest in working any or all of the summer sessions (<https://docs.google.com/forms/d/1OeOKsGniojJA2kJXQIZvn3mtu2zJUIViCrBj8DhpYZw/edit>). The last communication to the families was for the children to select the activities they would be involved in (<https://docs.google.com/forms/d/1YqcLSY2RLkN98QLIpDrzkXmYsvyKDe7VIgAzwrpiyOc/edit>). All stakeholders were consulted throughout the planning and implementation of the summer program. The exact same process will occur in February 2022, to host an after-school program in March and April of 2022. The after-school program will have an academic focus based on student needs. The first planning meeting occurred in December 2021 with the MSD Budget Team, principals, and directors to consider the logistics of running an after-school program. In January 2022, teachers and families will be surveyed for feedback on the after-school program. Once the program is approved, a student/family survey will go out, in both English and Spanish, to register for the program. All programs funded with ARP ESSER money is put on the school

board agenda, discussed publicly, and approved.

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)**

All families were surveyed several times from the start of the pandemic. When we knew that virtual learning was a real possibility, we surveyed families, staff, and community members to create our continuity of education plan. Many families shared the challenges of keeping students on the internet all day long. From the family and staff input, we created personalized learning programs by buildings. The administration worked with instructional coaches and the technology department to create google sites for professional development on blended learning. parent portals, and student help guides. One of the surveys was specific to connectivity, and from these results, the district purchased mobile hot spots. Those hot spots are still in use today for those families choosing to remain virtual. Instructional staff was also surveyed on the current resources and where they felt we needed online components to support virtual learning. In April of 2021, the district met with teachers representing each building on the preliminary planning for the first summer offering. Families were then surveyed on interest and need for summer opportunities. From teacher input, the foundation of MSD Summer Style 2021 began to take shape. Families stressed the need for their child to attend an in-person educational opportunity, but transportation would be an issue. The district included transportation for ALL students, including homeless, and students with disabilities attending our Extended School Year. Teachers also submitted ideas for the Get Involved Activities and the following were the activities we offered from teacher input:

https://docs.google.com/document/d/1r_jlknLEVteCm1I_ppKzw9ialehy9yKw-7IMv6urmr0/edit?usp=sharingAll communication regarding any activity with ESSER funding is personally shared with all stakeholders in the Muhlenberg School District, via a phone message and email. All information is then posted on the district website.

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)**

When the application is complete, the LEA will copy the narratives from the section:Using ARP ESSER Funds to Plan for Safe, In-Person Instruction. This will be shared like all other communication: an email/phone call to all staff, families, and school board members, in both English and Spanish. Then the plan will be posted on our website. We will welcome any feedback, and our Parent and Family Outreach Coordinator will hold virtual meetings to answer any questions. Separate meetings will be held for those families preferring the entire meeting in Spanish.Each month since the pandemic began, the Superintendent shares with the school board, any plans that will use ESSER funding for their approval. All school board meetings held virtually are recorded and posted on the district YouTube Channel. All Muhlenberg School District stakeholders have access to these recordings if they cannot attend live.

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 summer of 2021 the Muhlenberg School District created a summer program to respond to learning loss, as we introduced MSD Summer Style 2021. The focus of the program was to "fall back in love with school" through an educational focus grounded in literacy and FUN. The program had three sessions that ran for 12-days per session in June, July, and August. Each session was built on remediation, literacy and STEM while preparing all our students through continuity of education in a "camp-like" setting. Registration was open to ALL students entering grades 1st through 12th in all three phases and incoming Kindergarten in August session for MSD KinderCamp. The sessions were completely free to our students, who enjoyed breakfast and lunch each day. We welcomed almost 1,800 of our students across the 36 days this summer! Students experienced two blocks of learning that included: the CORE block - a Problem-Based Approach to solving challenges and Social-Emotional Learning through Team-Building, and the Get Involved! Block - an introduction to the many sports and activities that the Muhlenberg School District has to offer. Some of the very popular Get Involved! blocks included steel drums and ukulele, Culinary, learn to swim, art camp, Esports, baseball, lacrosse, dance, field hockey, soccer, Lego Challenges, and many other activities. All students lost the relationship piece of education during the pandemic. This opportunity was offered to every one of our students. We offered transportation, meals, language assistance to make sure any group impacted by the pandemic had the opportunity to impact. The June and July session was offered at the same time as our extended-school year and compensatory service program, giving students with disabilities the same opportunity through education, transportation, and meals. The Muhlenberg School District remained virtual for three quarters of the 20-21 school year, and came back in a hybrid model for the remaining quarter. MSD Summer Style brought many students in the early grades the experience of face-to-face education for the first time. This program became much bigger than we expected, using 20% of our reserved funds during this first summer.

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.

a. The remaining funds will continue to support our Summer Program for the summers of 22, 23, and 24. We were so successful in the inaugural summer, meeting the needs of our students and families by focusing on learning loss through relationships, that we plan on replicating this model. Before each summer we will engage with all of our stakeholders on meeting the students needs, and make changes to the programming to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services. b. By offering summer and afterschool programming for our students to build relationships we anticipate improving, attendance, academic success, and the overall well-being of our staff, students, and families. New positions and staff reassignments have occurred due to the COVID-19 pandemic. The salaries of these positions will be supplanted using ARP ESSER funds.c. We constantly monitor the CDC and DOH latest guidance. The superintendent communicates with all stakeholders on a frequent basis. Our facilities are well-maintained and additional staff needed to be hired to help with the additional use of our facilities through summer and after-school programming. The Muhlenberg Health and Safety Plan has been updated four times to reflect the ever-changing complex situation that COVID-19 presents. We will continue to monitor and update based on the latest guidance.d. At this time, we do not plan on using ARP ESSER funding to upgrade our facilities. All initial cleaning, PPE, and equipment for sanitization was purchased using ESSER 2 funding.

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)**

The Muhlenberg Junior High is the only building in the district to be labeled as A-TSI. The A-TSI plan for this building has developed a plan for intervention through additional ESL teachers. These teachers' salaries are supplanted using COVID A-TSI grant funding. Additional intervention materials targeting students' needs in reading and math were purchased through local funding. This building has a built-in intervention period each day to address those needs for all students, not just those identified through the A-TSI label. All students labeled as English Learner and/or having an IEP are using a pull-out model to work with an additional teacher each day in addition to the daily intervention period used for all students needing tier intervention.

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	5,659,916	20%	1,131,983

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	All student data is housed in our data warehouse, edInsight. This system is linked to our SIS and transfers data nightly. Students are monitored for learning using progress monitor tools. PLCs meet at least monthly to discuss data by teams. Reviewing all this data together, we have noticed large gaps in a child's education by percentages below, on, or above grade level. We currently have more students performing below grade level than ever before, clearly showing an academic impact due to the pandemic.
Opportunity to learn measures (see help text)	Every student was given a device to take home for virtual learning. All staff that did not have a device, became one-to-one during virtual learning. Family surveys were sent asking for feedback on virtual learning as well as connectivity. Families identified as not having internet received a mobile hotspot to ensure all students had equal access to an educational experience.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two professional staff that are certified as librarians had a transfer in job type to that of a technology coach. These two positions would have been eliminated due to the pandemic and the district going full virtual for three quarters of the 20-21 school year. An additional nurse was hired during the pandemic so that each building had one LPN. This position has been funded with federal dollars for the last year and a half. The position was a new position. Additionally, two custodians were hired due to the demand the pandemic put on our buildings and ground department. Three classroom teachers were pulled out of the classroom in 21-22 school year, one to function as the Virtual School Coordinator, and the other two as interventionists to assist in filling the learning gaps identified at our elementary building. These new positions were created due to the pandemic.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The first summer program was run during the summer of 2021. Nearly 45% of our students attended one, two, or all three of the sessions we ran. The summer style program addressed learning loss, social-emotional learning and offered activities to our students to get them involved. This program was built using stakeholder engagement: teachers met frequently to build the framework of the program and numerous parent surveys were sent for

	Data Collection and Analysis Plan (including plan to disaggregate data)
	feedback and interest.

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

\$5,659,916.00

Allocation

\$5,659,916.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$647,105.00	Learning Loss salaries and retention bonus
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$59,604.00	Learning Loss benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$329,760.00	Edgenuity licenses for credit recovery and virtual learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,098.00	Learning Loss supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$996,482.00	Technology replacement for 2021 to 2024

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$320,658.00	retention bonus and special education learning loss salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$40,261.00	Special education learning loss benefits
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$17,472.00	Special education Wilson language intervention training
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$2,134,126.00	learning loss salaries summer 2021-2024
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$234,855.00	learning loss benefits summer 2021-2024
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$331,785.00	learning loss student transportation summer/after school
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$79,636.00	learning loss supplies summer/after school
		\$5,192,842.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,659,916.00

Allocation

\$5,659,916.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$32,737.00	retention bonus
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$851.00	retention bonus benefit
2200 - Staff Support Services	100 - Salaries	\$104,036.00	support staff learning loss salary and retention
2200 - Staff Support Services	200 - Benefits	\$12,842.00	support staff learning loss benefit and retention
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$13,450.00	intervention training academy in Manayunk
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$42,128.00	administrative retention bonus
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$1,095.00	administrative retention benefits

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Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$95,794.00	Supplanted nurse salary/summer nurse salary/retention bonus
2400 - Health Support Services	200 - Benefits	\$13,131.00	Supplanted nurse benefits/summer nurse benefit/retention bonus benefit
2400 - Health Support Services	600 - Supplies	\$100.00	medical supplies for summer and after school
2500 - Business Support Services	100 - Salaries	\$6,928.00	business staff retention salary
2500 - Business Support Services	200 - Benefits	\$180.00	business staff retention benefit
2600 - Operation and Maintenance	100 - Salaries	\$89,144.00	Building and Grounds Supplemental salary and retention
2600 - Operation and Maintenance	200 - Benefits	\$9,130.00	Building and Grounds Supplemental benefit and retention
2700 - Student Transportation	100 - Salaries	\$1,152.00	retention bonus
2700 - Student Transportation	200 - Benefits	\$30.00	retention bonus benefit
2800 - Central Support Services	100 - Salaries	\$8,827.00	central office retention salary
2800 - Central Support Services	200 - Benefits	\$229.00	central office retention benefit

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Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$2,950.00	QBS LLC
3100 - Food Services	100 - Salaries	\$12,189.00	Food Service staff retention bonus
3100 - Food Services	200 - Benefits	\$317.00	Food Service staff retention bonus benefit
3200 - Student Activities	100 - Salaries	\$4,444.00	retention bonus
3200 - Student Activities	200 - Benefits	\$116.00	retention bonus benefit
3200 - Student Activities	400 - Purchased Property Services	\$7,937.00	Learning loss musical rental equipment and services
3200 - Student Activities	600 - Supplies	\$4,249.00	Learning loss musical supplies
3300 - Community Services	100 - Salaries	\$1,255.00	PFE Outreach Coordinator retention bonus
3300 - Community Services	200 - Benefits	\$33.00	PFE Outreach Coordinator retention bonus benefit
3300 - Community Services	300 - Purchased Professional and Technical Services	\$1,800.00	Summer Learning Loss promotional video C. Crater LLC
		\$467,074.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$647,105.00	\$59,604.00	\$329,760.00	\$0.00	\$0.00	\$997,580.00	\$0.00	\$2,034,049.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$320,658.00	\$40,261.00	\$0.00	\$0.00	\$0.00	\$17,472.00	\$0.00	\$378,391.00
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	\$2,134,126.00	\$234,855.00	\$0.00	\$0.00	\$331,785.00	\$79,636.00	\$0.00	\$2,780,402.00
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	\$32,737.00	\$851.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,588.00
2200 Staff Support Services	\$104,036.00	\$12,842.00	\$13,450.00	\$0.00	\$0.00	\$0.00	\$0.00	\$130,328.00

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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	\$42,128.00	\$1,095.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$43,223.00
2400 Health Support Services	\$95,794.00	\$13,131.00	\$0.00	\$0.00	\$0.00	\$100.00	\$0.00	\$109,025.00
2500 Business Support Services	\$6,928.00	\$180.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,108.00
2600 Operation and Maintenance	\$89,144.00	\$9,130.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$98,274.00
2700 Student Transportation	\$1,152.00	\$30.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,182.00
2800 Central Support Services	\$8,827.00	\$229.00	\$2,950.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,006.00
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	\$12,189.00	\$317.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,506.00
3200 Student Activities	\$4,444.00	\$116.00	\$0.00	\$7,937.00	\$0.00	\$4,249.00	\$0.00	\$16,746.00
3300 Community Services	\$1,255.00	\$33.00	\$1,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,088.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$3,500,523.00	\$372,674.00	\$347,960.00	\$7,937.00	\$331,785.00	\$1,099,037.00	\$0.00	\$5,659,916.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$5,659,916.00