

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	EdGenuity MyPath and iReady Reading & Math Diagnostic Assessments K-6, Classroom Diagnostic Tools, Edulastic. The use of online diagnostic and benchmark assessment tools will be instrumental to understand beginning of year deficits by providing “multi-grade level insights” and “multi-grade level instructional resources” view of students. Data from such assessments will be used to ensure prerequisite instructional strategies are selected to most efficiently drive grade-level success. Data warehousing solutions are being implemented to more efficiently analyze demographic and historical data to determine the impact on students from at-risk populations. Data from the various assessments and online tools will allow MCASD to zero in on instructional gaps by connecting assessment results to high-quality resources at point of use.
Chronic Absenteeism	MCASD School Social Worker, NCC&Y, Northumberland County Truancy caseworker, SIS reporting system.
Student Engagement	Online login activity and time online. Edulastic, EdGenuity, Google Classroom. Implementation of Securly online student safety and management platform that allows teachers to monitor student engagement in real-time.
Social-emotional Well-being	Daily morning meeting format (Tornado Talks), Academic Flex class, School Counselors, SAP team, Elementary Child Study Team, Too Good For Drugs Curriculum, Too Good For Violence Curriculum, Tornado Talk Meetings during academic flex, dedicated PBIS Tier I and Tier II teams who employ small group activities, Check-In Check-Out, behavioral contracts and individual teacher-student mentors, to students with the greatest need as identified by a universal Student Risk Screening Scale (SRSS) administered two times per year. SWIS online behavioral data reporting tools.
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.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	All students in the Mount Carmel Area School

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>District are essentially considered Economically Disadvantaged given the district's Community Eligibility Provision (CEP) qualifying status. In addition to Classroom-Based and teacher assessments, multiple measures of data gleaned from a variety of Diagnostic and Benchmark assessments administered district-wide are used to determine the need for additional support. Attendance data is collected and analyzed. As an early warning system, and in accordance with Act 138 of 2016, families with habitually truant students receive letters quarterly to address attendance issues. MCASD's Social Worker and School Counselors work in conjunction with the Northumberland County Truancy Prevention Initiative Program to increase school attendance by coordinating with families, Communities and Human Service Agencies.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>To ensure continuity of education, in-person Instruction offered during times the school employed a hybrid and/or virtual instructional model. Ongoing Progress Monitoring was and continues to be used to identify and measure impacts of lost instructional time due to the pandemic. Additional tutoring, both online and in-person, was and continues to be offered to all IEP students. All IEP students were also provided with the opportunity for Extended School Year instructional programming.</p>
	<p>While many student groups missed a significant amount of in-person instruction, students in K-2 were identified as students who missed the most in-person instructional time during the 2019-2020 and 2020-2021 school years. Online learning was provided both synchronously and asynchronously however this particular age group has not reached a development level conducive to online, independent learning. What's more, this student group often lacks adequate supports in the home</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	to be successful with online learning. Students in K-2 were identified as students who missed the most in-person instructional time during the 2019-2020 and 2020-2021 school years. Strong early literacy skills for our youngest student population has always been a significant need among children in the Mount Carmel Area School District. Many K-2 students were limited to online learning during preventive school closures due to locally rising COVID-19 counts. While the learning was provided synchronously online, our youngest students often lack adequate supports in the home environment to follow through with said instruction on their own.

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	In-person summer school, targeted virtual summer learning opportunities and tutoring, ESY instructional programming.

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:**

While many student groups missed a significant amount of in-person instruction, students in K-2

were identified as students who missed the most in-person instructional time during the 2019-2020 and 20

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.**

While many student groups missed a significant amount of in-person instruction, students in K-2 were identified as students who missed the most in-person instructional time during the 2019-2020 and 20

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Social Emotional Interventions led by Administration, Teachers, School Counselors & School Social Worker PBIS Tier I & Tier II Small Group activities and Morning Meetings.

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.

SAP Team and Child Study Team Meetings identify students with greatest need of social and emotional support.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	MCASD School Social Worker worked closely with MCASD Administration and NCC&Y, North'd County Truancy to mitigate Chronic Absenteeism.

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.)

Mount Carmel Area School District conducted six (6) pandemic team meetings throughout summer 2020 and the academic school year that followed. Members of the pandemic team included school district administration, teachers, nursing staff, support staff, and community members. The Pandemic Team's objective was to review recently issued guidance from the CDC and Pennsylvania Department of Health related to how best open and navigate safely through school during the 2020-2021 school year. The goal of the Pandemic Team was to open our school district for in person instruction from the first day of school - which is what we were able to accomplish. Items discussed and reviewed with team members included review of district created community survey to gather local input, review and update of the school district Health and Safety Plan, how to best conduct daily student screenings, goals for communication to community once inevitable positive cases were identified, development of COVID 19 response guide, athletic and extracurricular planning, social distancing guidelines, masking of students and staff, as well as how best to spend ESSER funding. Throughout this process our district followed guidance from PDE by posting all important and relevant documents to our school district website.

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)**

During the above mentioned Pandemic Team meetings it was evident that the committee wanted to make sure air quality and ventilation was at the forefront of how we addressed the safety of our school environments. During the summer of 2020, the district completed a district level

feasibility study to determine district building level needs with needed upgrades. Within this feasibility study, district building level HVAC systems were noted as items that were labeled in a “critical” stage for replacement with district units being 25 years old. These areas became even more important in the era of COVID 19. Discussions then ensued about how to begin building projects as soon as possible given the community’s focus on the need for safe, in-person learning. Through pooling local and state funding, MCASD was able to begin building and environmental improvements while using ESSER funds to help offset regular operating costs, including teacher salaries. The district pandemic team also researched the cost of bipolar ionization systems to be added in district facilities to improve overall air quality. Finally, the team also discussed the replacement of the industrial arts dust collector that is housed in our junior-senior high school building. The current dust collector unit was beyond repair with a rusted hole in the unit. The pandemic team felt that the replacement and upgrade of the items listed would greatly improve the overall air quality and ventilation in district buildings and better position our district in the post COVID era to ensure the provision of in-person instruction.

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)**

ESSER funding was discussed during the May, 2021 public school board meeting within our school district. Public and community had the opportunity to comment and question the district during the public meeting. More detail related to district ESSER funding was also reviewed during our latest Pandemic Team meeting which was held on June 8, 2021. District fund allotment and planning was discussed at both meetings. Public posting of the district's desired use of ESSER funds placed on the district website, June, 2021. The goal of the school district was to utilize ESSER funds to offset regular operating costs to ensure continuity of education while simultaneously beginning work on rooftop HVAC units, with installation of bipolar ionization systems, during the summer 2021. The goal is for project completion is to be on day #1 of in person school - Monday, August 23, 2021. Our district goal is to again open fully for in person instruction and to make sure the ventilation system and air quality of our district facilities are of the highest quality possible for all students and staff.

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.

MCASD has implemented levels of support in order to mitigate the effects of learning loss on the school community. The intervention strategies began during the school year and will continue through the 2021-2022 and 2022-2023 school years. The evidence-based strategies include, but are not limited to virtual and in-person tutoring, summer school, summer learning opportunities & early childhood literacy curriculum review & revision. The first level of support began during the 2020-2021 school year during which the administration offered several opportunities for teachers & students to reverse the potential impacts of the COVID 19 pandemic on the learning community. Staff members were given additional time within the school day to schedule in person or online tutoring. Virtual and In-person students had the opportunity to meet with teachers on an individual and group basis to receive tutoring support. In addition to the tutoring scheduled during the regular school day, teachers provided after school tutoring. Evening hours were set up to accommodate parents and students who were unable to meet during the day. All opportunities were communicated to students and families via social media, news outlets and online platforms. During the third quarter of the 2020-2021 school year, MCASD employed remediation specialists to work individually with students to complete all missed assignments and instruction. The goal of this program was to increase student engagement and reconnect to those students and families who had difficulty balancing online instruction and the new expectations caused by the COVID 19 pandemic. Students were given additional time and support in order to increase their understanding of course content and raise grades to a passing level. Finally, upon completion of the school year, multiple remediation offerings were instituted in order to minimize learning loss and decrease failure rates. At the MCA Junior Senior High School Extended School Year was offered to all IEP students. Two summer school sessions were offered to students for individual courses. MCA Elementary School offered Extended School Year programming to all IEP students, as well as in-person summer school and summer learning opportunities/tutoring to all students in grades K-6. The Mount Carmel Area School District will continue to offer support and intervention during the 2021-2022 school year. Intervention Specialists will be employed on a stipend/hourly basis for the school year to work with students on an individual basis during the school day and after school when necessary. The goal of this program is to ensure a smooth transition for virtual students who are returning back to school. MCASD has identified those students who missed the most in-person instruction during the 2019-2020 and 2020-2021 school years. The program will also continue to offer virtual and in-person after school tutoring support to all students who are identified as at risk for failure.

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.

ARP ESSER funds will be used primarily to support the continued employment of all LEA staff to assure the continuity of education in a remote learning or in-person learning environment. Following the 2021-2022 school year, these operating costs will return to general fund expenditures that assures sustainable use of funds. It is imperative that people remain employed and the district is able to pay its staff and its vendors on time to assure the seamless operation of the district in providing continuity of education. Without this assurance, the need for and implementation of facilities and environmental improvement measures resulting from the COVID-19 pandemic, and varied instructional strategies to address learning loss in our schools become moot. Mount Carmel Area has maintained employment of all faculty and staff throughout the pandemic. Mount Carmel Area School District safely opened its doors for the 2020-2021 school year, on-time, and in-person, for those students and families who opted to physically send their students to school. Families concerned about the virus took advantage of the additional, virtual options offered by the district. While there have been some limited full virtual days due to COVID-19 cases or severe weather, in-person instruction has been offered for nearly the entire school year. As such, ARP ESSER funds are not directly being used to repair and improve school facilities to reduce the risk of virus transmission. In order to improve the environmental quality of its schools, Mount Carmel Area initiated a full district feasibility study in early 2021. Needs for building improvements were prioritized and the highest priorities noted included replacement of the HVAC systems, roofing and bipolar ionization, district-wide. So that the district may again open its doors safely and on-time for the 2021-2022 school year, state and local funding resources were utilized in order that the building improvement projects could be completed over the summer months, thus assuring continued continuity of education.

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

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

(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

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

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

Project #: 223-21-0272
Agency: Mount Carmel Area SD
AUN: 116495103
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,943,160	20%	788,632

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	The MCASD will utilize a variety of summative and formative assessments in order to monitor academic progress and the need for remediation. Curriculum Based Assessments, CDT Data, iReady, Study Island, CommonLit, EdPuzzle, Edulastic and other monitoring tools will gather data in order to drive instruction and remediation.
Opportunity to learn measures (see help text)	Mount Carmel Area School district has increased its capacity to meet the learning needs of all students, in various environments, through the implementation of its 1:1 technology initiative. MCASD will also implement Securly software to monitor and promote online student engagement. Securly is an online platform designed to help teachers engage every student and lead class - online and in-person, with confidence. Administration evaluates OTL yearly by adjusting the school day to maximize instructional time. Teacher observation and evaluation provides data on individual teacher instructional practices. APL instructional and behavioral strategies are employed to increase OTL. Curriculum, departmental and administrative meetings devote time to analyze the effectiveness of curriculum instruction and adjust scope and sequence accordingly.
Jobs created and retained (by number of FTEs and position type) (see help text)	Total Full-time equivalent (FTE) positions as of 9/30/2020 was 223. Current estimates indicate the current Total Full-time equivalent (FTE) positions is 225.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Administration, school counselors and remediation specialists will identify and track participation and success rates for summer school and acceleration/remediation offerings.

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

\$3,945,966.00

Allocation

\$3,945,966.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$3,154,528.00	Staff payroll for SY 21-22 to maintain safe operations of schools for in-person instruction from 12/11/20-6/25/21 and maintain employment of all existing teachers. These salaries will return to the general operating budget at the completion of any building environmental improvement initiatives.
1000 - Instruction	100 - Salaries	\$2,500.00	Staff stipends for Remediation Specialist - 2 @ \$1250.00 - SY 20-21
1000 - Instruction	100 - Salaries	\$36,000.00	2 - 180 Day Remediation Specialists @ \$18,000 SY 21-22
			Elementary summer school teachers six

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$20,340.00	weeks - 10 teachers/ 3.5 Hours per day at \$30/hour: \$1050/ day3 Days per Week: \$3150/ weekVirtual Summer Tutoring - 1 Teacher - 8 hours/week at \$30/hour: \$240/week
1000 - Instruction	300 - Purchased Professional and Technical Services	\$36,200.00	CSIU - Edgenuity MyPath K-5 online instruction platform for SY 2021-2022 and SY 2022-2023.
1000 - Instruction	600 - Supplies	\$77,271.00	Student Chromebooks and Licenses SY 22- 23
1000 - Instruction	600 - Supplies	\$80,000.00	Student Chromebooks and Licenses SY 23- 24
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,720.00	Edmentum Study Island - online remediation/accelerati on program for SY 2021-2022 and SY 2022-2023. (\$2860/year)
1000 - Instruction	300 - Purchased Professional and Technical Services	\$4,784.00	ETS Criterion - online writing remediation/accelerati on program for SY 2021-2022 and SY 2022-2023.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$9,000.00	PowerSchool Performance Plus Standards-Based Data Warehousing and reporting system. 2-yr.

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Function	Object	Amount	Description
			license @ \$4500/year.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$22,000.00	iReady online Reading and Math Diagnostic Assessment K-6 and K-6 Teacher Toolbox for for SY 2021-2022 and SY 2022-2023.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$32,110.40	Securly - 5 year license for online, end-to-end student safety and device management.
1000 - Instruction	600 - Supplies	\$150,000.00	Grade 7-12 English textbook series.
1000 - Instruction	600 - Supplies	\$20,000.00	Grades K-2 Decodable Readers.
1000 - Instruction	600 - Supplies	\$3,500.00	Pearson Online Subscriptions K-3 (21-22)
1000 - Instruction	600 - Supplies	\$3,500.00	Pearson Online Subscriptions K-3 (22-23)
1000 - Instruction	600 - Supplies	\$2,475.00	K-3 SeeSaw online subscription.
1000 - Instruction	600 - Supplies	\$15,000.00	Chromebook student headphones.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$1,000.00	DIBELS (Amplify) - SY 21-22
1000 - Instruction	300 - Purchased Professional and Technical Services	\$1,000.00	DIBELS (Amplify) - SY 22-23

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$2,500.00	Vector Solutions online Safe Schools professional development platform.
1000 - Instruction	100 - Salaries	\$14,685.00	Hourly wages to employ staff for Extended School Year program - Summer 2020-2021.
1000 - Instruction	100 - Salaries	\$35,000.00	Hourly wages for after school (in-person and virtual) tutoring offerings throughout SY 21-22.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$1,600.00	Edulastic online progress monitoring and instruction platform.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$4,500.00	SmartFutures online College and Career Readiness program K-12
1000 - Instruction	600 - Supplies	\$11,250.00	Trigonometry textbooks.
1000 - Instruction	600 - Supplies	\$2,500.00	Algebra I supplemental workbooks.
1000 - Instruction	600 - Supplies	\$179,852.60	Additional, supplemental student instructional materials throughout SY 2021-2022 and SY 2022-2023 as identified by ongoing progress monitoring and needs assessment.

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Function	Object	Amount	Description
		\$3,928,816.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,945,966.00

Allocation

\$3,945,966.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$7,000.00	APL classroom management instructional skills workshop - annual refresher course - SY 21-22 and SY 22-23 @ \$3500/year.
2700 - Student Transportation	500 - Other Purchased Services	\$1,950.00	Summer school bus and van transportation services for students.
2200 - Staff Support Services	100 - Salaries	\$1,000.00	Annual stipend for PBIS Tier II Expansion Behavioral Team Coordinator.
2200 - Staff Support Services	100 - Salaries	\$5,400.00	Annual stipends for PBIS Tier II Expansion Team Members - nine team members at \$600.00.
			Staff stipends for participation in CSIU Quality Matters online

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Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$1,800.00	course deveelopment professional development - train the trainer to begin in-house development of online courseware.
		\$17,150.00	

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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	\$3,263,053.00	\$0.00	\$120,414.40	\$0.00	\$0.00	\$545,348.60	\$0.00	\$3,928,816.00
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	\$8,200.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,200.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$1,950.00	\$0.00	\$0.00	\$1,950.00
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	\$0.00	\$0.00
	\$3,271,253.00	\$0.00	\$127,414.40	\$0.00	\$1,950.00	\$545,348.60	\$0.00	\$3,945,966.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,945,966.00