

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	Collecting and analyzing baseline data, mid-year data and end of year data using local and curriculum-based assessments, benchmark, formative, summative and diagnostic assessments, as well as universal screeners. Analysis of RtII, MTSS, Behavioral Support Data and progress monitoring data for students receiving Tier 2 or Tier 3 interventions and/or have IEPs. End of Year Data that was used to identify vulnerable student populations in needs of academic/social, emotional support.
Chronic Absenteeism	Reviewing and analyzing attendance records in our student information system; meeting with individual families about their child(ren) to better understand the barriers that prevent them from attending school; developing truancy plans for students; and having students evaluated through the ATTEND program (CCIU)
Student Engagement	Reviewing and analyzing student participation data from Google Classroom; Observational data from school counselors, teachers and support staff (instructional assistants/PCAs); Assessing technology needs and platform used to connect with students; Parent-Teacher Conferences or informational sessions; and information obtained through IEP/504 team meetings. This information helped the district to focus its efforts and determine if there were any barriers or challenges for our students or their families.
Social-emotional Well-being	Reviewing and analyzing Student Assistance Program (SAP) referrals and intakes; informal and formal observations from teachers, school counselors, mental health specialists, or our clinical psychologists; review of risk-assessment data and mobile crisis contacts; and analysis of Safe2Say tips.
Other Indicators	Reviewing school avoidance; patterns associated with absences, frequent visits to the school nurse; excessive tardiness; failure reports; and discipline/behavioral data.

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
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	impacts
English learners	<p>The majority of our students who receive ELD support opted to attend school virtually since March 2020. This created a challenge in terms of communicating with our families. The district enhanced its ability to provide translation features so we could improve accessibility. This year, most of our students receiving ELD services have returned to school in person. The district will use the result of all local assessments, benchmark testing and ACCESS test scores to determine areas of continued need. The district also provided virtual ELD Parent Nights for our families so we could reconnect with them and answer any questions they may have related to their child's education. During the 2020-2021 school year, the district provided a help desk for students so they could receive academic, social or emotional support, as well as technology support, if needed. The district also operated a summer program for vulnerable student populations in addition to a K-12 asynchronous summer program that was available for all students. During the 2021-2022 school year, the district is providing after school academic support for eligible students. Transportation is provided at no cost to the families.</p>
Students from low-income families	<p>The district ensured that all students had access to their education by providing technology (devices) and internet services (hot spots or through district paid accounts). This same support will be available to eligible students during the 2021-2022 school year. Meeting the nutritional needs of our students was also a priority for the district. In addition to providing curb-side meals for students, the district offers a "backpack program" for all eligible students. This program provides food and hygiene items to families on a weekly basis so their nutritional and self-care needs can be addressed. Both summer and after school programs were also available for our students from low-income families. Transportation was provided to families at no cost so their child could participate in these</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>opportunities. The district's home and school visitor also made frequent contact with our families to ensure that they were no other barriers impact their child's education.</p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>The district implemented a pilot program for students with low-incidence disabilities. In addition, the district operated a related services clinic for students with IEPs who needed speech, OT, PT, nursing or mental health services. A Student Services Center was created to provide academic tutoring for students in grades K-12. Many of students with IEPs took advantage of this additional support. This program was in addition to ESY programming that students receive as a provision of FAPE. Transportation to all programs was provide at no cost to the parents/guardians. Since March 2020, the district has been utilizing our instructional assistants and PCAs to provide daily check-ins or full-time support services for our students with IEPs. With consent from both the employee and parents, the PCA would provide this support in the child's home if they were participating in virtual instruction. Although some of our work study opportunities were closed due to the pandemic, several of them offered online work study programs so our students who need these transition skills could still access them. The district will also continue to conduct formal psycho-educational evaluations to determine if a student requires specially designed instruction so they can improve their academic and functional performance.</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
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Strategy #1	Frequent Check-ins with parents/guardians and students by our school counselors, teachers, case managers, mental health providers, instructional assistants and PCAs to ensure that students were able to access their academic programs and address any barriers impeding their ability to do so.
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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:**

These check-ins allowed the district to provide frequent and personalized communication with families to maintain relationships and support the home/school connection

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	<p>The district provided after school tutoring and help desk support for all of our students in grades K-12. This support was made available during school hours and in the evening and was available virtually or in-person. Transportation was provided to families at no cost. The district also offered an asynchronous program for all students in grades K-12 during the summer so they had access to academic instruction. The district also offered the POST program to students in grades K-6. This program was developed to provide additional academic and social/emotional support for our vulnerable student populations.</p>

i. Impacts that Strategy #2 best addresses: (select all that apply)

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

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

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities)

eligible under the Individuals with Disabilities Education Act (IDEA))

- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students that were not performing academically (based on assessment data) and/or participating in virtual instruction on a regular basis

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	During the summer of 2021, the district continued to offer intensive mental health services (virtually,if necessary) to our students who participate in our REACH program. In addition, the district had school counselors, mental health specialists, and school nurses available to support students or families who needed additional help during the summer.

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:

Ongoing Support for Parents and Guardians - provide a place to report any concerns or ask questions specific to their child.

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 LEA has discussed and will continue to discuss the use of ARP ESSER funds with various stakeholder groups. District and school administrators have participated in meaningful conversations with our professional and support staff members, including union leadership. Members of district administration have engaged in conversation and consulted with school board members at various committee meetings that open to the public and held on a monthly basis. Our director of business services and director of facilities have discuss the use of ARP ESSER funds at finance and property committee meetings. Our district's director of pupil services and the special education supervisors have met with the Special Education Alliance's leadership to discuss services and supports for students with disabilities. Additionally, meetings have been held with the district's ELD coordinators and our local intermediate unit to discuss additional programming for our students who receive ELD services. Lastly, district administration has presented any new program offerings or supports to the public during regularly scheduled board meetings. These presentations are also posted to the district's 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)**

The LEA has conducted various surveys to gain information and feedback from students, parents, guardians, and the community about instruction, school climate, and social, emotional learning. These surveys also asked participants to provide feedback on areas of strengths,

needs, and opportunities for our students. Additionally, the Education Committee has discussed the importance of monitoring students' progress and academic needs as a result of the pandemic. Concerns related to learning loss and the mental health needs of our students have been discussed in numerous meetings and these conversations continue to occur at various school board meetings. The district's finance and property committees have discussed using the ARP ESSER funds to help support the upgrade of the HVAC system and controls at the high school to improve air quality and any ventilation concerns. Public comment has also been considered and taken into account in the development of the LEA Plan. Both district and school administrators have reviewed EOY and baseline data to determine if the LEA should provide more summer and after school programs for our students. The LEA will continue to use the ARP ESSER funds to purchase learning materials and resources to address/target the needs of our learners in grades K-12, as well as implement specialized programs/interventions for vulnerable student populations.

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)**

As required, the approved plan will be made publicly available on the LEA's website so all members of the community have access to it. The district will also provide to the public the name, phone number and email address of a person to contact if they have any questions related to the use of funds or how to obtain a copy of the LEA Plan in an alternative format . A copy of the LEA Plan will also be submitted to PDE within the 90 days of the LEA's receipt of the funding.

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 LEA plans to use the 20 percent Reservation of Funds to address the following: a) The LEA will continue to monitor the needs of our students through our RtII/MTSS and behavioral support framework. This will allow us to identify the types of evidence-based interventions we need to implement and to evaluate the impact of these intervention with regard to promoting student growth. We will also be able to review our tier data to determine the effectiveness of these interventions. The LEA provided after school tutoring and summer programs to support the needs of all learners. During the 2021-2022 school year and the 2022-2023 school years, the district has committed to offering an after school program (BOOST) to students in grades K-4 who were identified to participate in this program. The BOOST program will help to target reading and math skills using evidence-based interventions. b) Students with IEPs or those receiving ELD services and supports will continue to be monitored to ensure that students are making progress toward their goals. Our most vulnerable student populations will also have the opportunity to participate in any after school or summer programs. The LEA will continue to provide any technology and transportation free of charge to families so that these programs are accessible to all of our students. c) The LEA will also use the funds to secure any additional evidence-based programs that may be needed to support our students who participated in school virtually. In addition, the curriculum department will review the curriculum to determine if any revisions are needed to address the learning loss that has occurred over the past two years. The LEA will continue to monitor all district students using the RtII/MTSS and behavioral support frameworks.

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.

The LEA will use the remaining ARP ESSER funds (and local funds) to address the following: a) to increase opportunities to learn and promote equity and inclusion in our instructional practices b) to monitor student attendance and chronic absenteeism and engage in truancy meetings as needed. Additionally, the district will use ARP ESSER and local funds to secure

mental health services for students in grades K-12 through the district's REACH program.c) to maintain its current mitigation strategies or any new strategies that need to be implemented due to the pandemicd) to upgrade the HVAC system and controls in our high school so the district can improve air quality, circulation and air flow (ventilation)

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 LEA consulted with the Evidence Resource Center and reviewed many of the strategies that were named. These resources are being used in the district's after school and summer programs. In addition, the curriculum department is reviewing these strategies to address any identified areas of need for our vulnerable student populations. These interventions will be used as a component of our RtII/MTSS and behavioral support framework. Tier data will be review on a regular basis to determine the effectiveness of these interventions. All interventions are supported by Tier 1, 2, 3, and 4 evidence.

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,739,197	20%	347,839

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)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>The LEA is committed to continuously monitor the progress of our students. The district recently acquired the LINKIT system to track assessments and student performance. Included in this system are benchmark assessments that have been administered to all students to assess for learning loss and gains, as well as specific skill deficits. The loss of instructional time during the pandemic has impacted some students differently than others. The LEA is providing additional supports and services to our vulnerable student populations as well as others who are identified for additional programs (summer school, after school programs). Tutoring supports were available for all students in grades K-12 during the 2020-2021 school year and during the summer of 2021. In addition, targeted interventions were provided to students who were identified for various summer or after school programs. During the 2021-2022 school year, the district is providing the BOOST program for students in grades K-4 who were eligible for this additional support. This 6-month program will provide evidence-based interventions for students in the areas of reading and mathematics. The district will review this data to determine if the program should be offered again during the 2022-2023 school year. The district will continue to evaluate its data to determine if any other interventions or programs should be considered. ARP ESSER funds will also be utilized to purchase instructional materials and to provide transportation to our students so we can eliminate any barriers.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>Methacton School District is always focused on ways to enhance the learning of our students and staff. Since learning is an ongoing process, we must remain committed to evaluating the needs of our students and staff through the use of surveys and needs assessments. Benchmark and other assessments will also be used to monitor and measure the needs of our students. Additionally, the district will continue to implement a whole child approach that focuses on the academic, social, emotional and mental health needs of our students. We will continue to offer summer and after school programs for our vulnerable student populations, as well as</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
	summer offerings for all of our learners through asynchronous learning opportunities. Credit recovery courses will also be available to our secondary students who require this level of academic support. Mental health services will continue during the summer of 2022.
Jobs created and retained (by number of FTEs and position type) (see help text)	Not Applicable
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students with IEPs will continue to have their goals progress monitored. Students with disabilities who are eligible for Extended School Year will also have the opportunity to participate in any other academic support programs provided by the district. The district will be offering Credit recovery courses and summer school for students who are eligible for these programs. ARP ESSER funds will be used to supplement any additional resources that may be needed to support these programs.

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

\$1,739,197.00

Allocation

\$1,739,197.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$51,128.00	Learning Loss: Salaries for BOOST program 2021-2022 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$51,128.00	Learning Loss:Salaries forBOOST program2022-2023 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$17,864.00	Learning Loss:PSERS Benefits associated with personnel involved in the BOOST program2021-2022 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$18,212.00	Learning Loss:PSERS Benefits associated with personnel involved in the BOOST program2022-2023 School Year
			Learning Loss:Social

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,911.00	Security Benefits associated with personnel involved in the BOOST program 2021-2022 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,911.00	Learning Loss: Social Security Benefits associated with personnel involved in the BOOST program 2022-2023 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,640.00	Learning Loss: Instructional supplies, rewards, and snacks associated the BOOST program 2021-2022 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,640.00	Learning Loss: Instructional supplies, rewards, and snacks associated the BOOST program 2022-2023 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,721.00	Learning Loss: Instructional resources/software associated with the BOOST program 2021-2022 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,721.00	Learning Loss: Instructional resources/software associated with the BOOST program 2022-2023 School Year

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$110,000.00	Learning Loss: Intensive School-Based Mental Health Services for students 2022-2023 School Year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,963.00	Learning Loss: Evidence-Based Interventions for vulnerable student populations 2022-2023 School Year (IEP/EL)
		\$347,839.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,739,197.00

Allocation

\$1,739,197.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$13,123.00	Transportation costs associated the BOOST program2021-2022 School Year
2700 - Student Transportation	500 - Other Purchased Services	\$13,123.00	Transportation costs associated the BOOST program2022-2023 School Year
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,365,112.00	Funds to support the upgrade of HVAC system and controls at Methacton High School
		\$1,391,358.00	

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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	\$102,256.00	\$43,898.00	\$0.00	\$0.00	\$0.00	\$91,685.00	\$0.00	\$237,839.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$110,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$110,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
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	\$26,246.00	\$0.00	\$0.00	\$26,246.00
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	\$1,365,112.00	\$0.00	\$0.00	\$0.00	\$1,365,112.00

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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
	\$102,256.00	\$43,898.00	\$110,000.00	\$1,365,112.00	\$26,246.00	\$91,685.00	\$0.00	\$1,739,197.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,739,197.00