Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

Muncy School District will use data gathered from all stakeholders to review and determine educational needs. Survey data, email correspondence, and phone call records from students, parents, administration, and teachers will be analyzed to determine the most crucial needs of the district. Initial review of data indicates the need for purchasing devices for students, increasing connectivity, establishing substantial educational interaction between all students and their teachers, support other activities that are necessary to maintain the operation of and continuity of services and continuing to employ existing staff of the local educational agency.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

During the 2019-2020 and 2020-2021 school years, the district will review stakeholder survey data to determine the devices, supplies, and support necessary for developing and implementing programs for continuity of instruction. Stakeholder and achievement data will continually be revisited in order to adjust programming and to use technology to differentiate and enhance student progress in meeting state standards during both traditional and remote periods of schooling.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

The Muncy School District will use 100 percent of its ESSER funds to promote remote learning and establish processes for consistent instruction and communication between all students and their teachers. Specific services such as professional development, student programming, 1-1 initiative, and/or supplying Internet to families, will be determined through data analysis of

stakeholders needs.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

Muncy School District staff will use local and national assessment measures to assess learning gaps. Examples include Measures of Academic Progress, Study Island, and tests provided with adopted textbook series. State assessment data will be used following their reinstatement after being cancelled for the 2019-2020 school term.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

Areas of emphasis should include:• Documenting learning loss associated with extended school closure;• Outlining the development of local continuity of education plans over the course of emergency response efforts; and• Detailing supports for vulnerable student populations and families.As stated previously, students will be given local and national assessments. The assessment data obtained will be compared to data from previous years to to identify learning loss and gaps in instructional skills. Students will be instructed using MTSS strategies and differentiated instruction techniques to address the varying degrees of instructional loss. Instruction will be delivered in a hybrid format. The hybrid format will provide for face-to-face instruction when allowable and for remote methods when schools must be closed. During periods of face-to-face schooling, staff will use remote instructional techniques to strengthen all students ability to learn during school closures. Supports for vulnerable populations will include personalized communications on a weekly basis to confer with the student and family. This will include specialized devices for accessing instruction, Internet access, virtual meetings, assistive technology, and specialized lessons.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (*i.e.*, remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions

related to the pandemic. LEAs will be asked to outline how limited, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds.Muncy School District will provide all students with a device for accessing instruction in remote situations. Currently, Muncy School District is not 1-1. In short range, Muncy School District intends to use CARES funding to purchase Chromebook for all K-12 students and develop a method for deploying them to families. Long-range plans include instruction for teachers, students, and families on best practices for using the devices. Use of Title IV funds in the Muncy School District will focus on continued professional development and instructional techniques that support the use of technology, both in traditional and remote situations. Use of federal funds in this manner will sustain and enhance the purchase of CARES devices for future years.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

Measures of Academic Progress and local assessments will be used to identify learning gaps throughout the 2019-2020 and 2020-2021 school years. Deficiencies will be addressed through multi-level tiers of instruction, extended day and summer programming. Programs will intersect with IDEA and Title I A program as per regulations. Opportunity to learn factors such as teacher capability, curriculum, and instructional practices will be optimized using administrative observation data and strengthened using peer collaboration workshops. Safety and security of the learning environment, both remote and traditional, will be addressed via community and family outreach sessions.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

CDC - Disinfectant Decision Tool website

CDC - Cleaning Guide website

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

☐ **(1) Any activity authorized by the ESEA of 1965.**

☐ **-(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**

☐ **-(1b) Title I, Part C (Education of Migratory Children)**

☐ **-(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**

☐ **-(1d) Title II, Part A (Supporting Effective Instruction)**

☐ **-(1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**

☐ **-(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)**

☐ **-(1g) Title IV, Part B (21st Century Community Learning Centers)**

☐ **-(1h) Title V, Part B (Rural and Low-Income School Program)**

☐ **-(1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**

☐ **-(1j) The Individuals with Disabilities Education Act (''IDEA'')**

☐ **-(1k) The Adult Education and Family Literacy Act**

☐ **-(1l) The Carl D. Perkins Career and Technical Education Act of 2006 (''the Perkins Act'')**

☐ **(2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**

☐ **(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**

☐ **(4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**

☐ **(5) Developing and implementing procedures and systems to improve the preparedness**

and response efforts of local educational agencies. See help text for example.

☐ **(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

☑ **(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.**

☐ **(8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

☑ **(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.**

☐ **(10) Providing mental health services and supports.**

☐ **(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.**

☐ **(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.**

☐ **-(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.**

☐ **-(12b) Implementing evidence-based activities to meet the comprehensive needs of students.**

☐ **-(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.**

☐ **-(12d) Tracking student attendance and improving student engagement in distance education.**

☐ **(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.**

☐ **(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.**

☐ **(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.**

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Muncy School District	(7) Purchasing supplies to sanitize and clean…	Ensure proper inventory of cleaning and sanitization supplies for successful implementation of the district's health and safety plan.
Muncy School District	(9) Purchasing educational technology…	Ensure the district can maintain one-to-one technology, ensure the district can provide Internet connectivity to those who need it, ensure the district can maintain updated instructional technology in classrooms.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than $150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than $150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirusand school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning

devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$872,671.00

Allocation

$872,671.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		$	
		$0.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$872,671.00

Allocation

$872,671.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	$150,000.00	Cleaning and Sanitation Supplies
2800 - Central Support Services	700 - Property	$10,875.00	15 Dell Laptops
2800 - Central Support Services	700 - Property	$8,641.00	12 Apple Pencils; 8 I-pads; 1 I Mac-Pro; 1 Apple TV
2800 - Central Support Services	700 - Property	$117,964.00	26 SMART Boards
2800 - Central Support Services	700 - Property	$450,000.00	Student Devices
2800 - Central Support Services	700 - Property	$135,191.00	Teacher Devices
		$872,671.00	

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

$872,671.00
Allocation

$872,671.00

Budget Over(Under) Allocation

$0.00

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	$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								

	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
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$150,000.00	$0.00	$150,000.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$722,671.00	$722,671.00
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

	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
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
	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00	$722,671.00	$872,671.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$872,671.00

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	National, state, and local assessments were used and will continue to be used in the future to determine what impact lost instructional time had on student proficiency. Examples include but are not limited to Measures of Academic Progress, PSSA, Keystone Exams, and curriculum-based assessments.
Chronic Absenteeism	Academic records revealed a high correlation between students that failed courses or did not meet academic standards with those students who did not attend in-person school or fully participate in remote learning.
Student Engagement	Digital surveys and verbal feedback from community, families, students, and staff members indicated technology devices and high-speed Internet access were not available for all stakeholders to effectively engage in remote learning. Survey also revealed that remote learning was frustrating due to varying ways of teachers communicating with families and differing methods by teachers for students to access digital content. Staff members and families requested the school district idenfity a learning management system and choose a method for consistent communication.
Social-emotional Well-being	Survey data from staff and counselors in conjunction with confidential student information provided by building-level and district administrators indicated a significant increase in the number of students having social and emotional issues to the degree in which learning was impeded.
Other Indicators	Support for learning in hybrid and remote environments

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
Other groups disproportionately impacted by the pandemic that have been identified by the LEA	Remote Rural Students: Muncy School District is rural community surrounded by mountains and includes areas with dense forest that inhibit access to Internet services. Surveys of families, progress monitoring, offering one-on-one or

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
(See Help Text for examples)	small group support and review of completed student assignments through a learning management system when working from home will be used to measure success.
Students from low-income families	Students from low-income families struggled to learn in remote environments due to a lack of technology devices and access to high speed internet. A strategy of support is creating a one-to-one technology device environment and ensuring access to Internet for all families in the Muncy School District. Monitoring and measuring success will be through family surveys, emails, progress monitoring, offering one-on-one or small group support tand student completion of assignments when working from home.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities struggled to learn in remote environments due to lack of technology devices and access to high speed internet, as well as challenges related to learning how to access supports and related services. Strategies of support include creating a one-to-one technology device environment, ensuring access to Internet for all families in the Muncy School District, addressing individual student needs through Individualized Education Programs (IEP), and offering one-on-one or small group supports. Monitoring and measuring success will be done via parent surveys, emails, IEP meetings, progress monitoring, and student completion of assignments when working from home.

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 Description
Strategy #1	Provide and maintain one-to-one ratio of students to technology devices with access to a learning management system, high-speed Internet access, and communication applications.

    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:**

Remote Rural Students: Muncy School District is rural community surrounded by mountains and includes areas with dense forest that inhibit access to Internet services.

    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.**

Remote Rural Students

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

	Strategy Description
Strategy #2	Provide supplemental instruction to address learning loss and curricular gaps.

    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:**

Remote Rural Learners

    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.**

Remote Rural Learners

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Provide students experiencing social-emotional issues with mental health support and counseling.

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:**

Remote Rural Students

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.)

District staff and families will be notified using several sources of communication such as REMIND, email, and app messages to inform them that surveys are available and their input will be used to help determine the best use of federal funds. Announcements at School Board meetings and on the district's website will be used to notify various community stakeholder groups of the availability of surveys and other opportunities to share their input. In addition, the Professional Development Committee and Comprehensive Plan Steering Committees contribute to identifying district needs and their feedback will be incorporated into the use of federal funds.

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)**

Survey data and information shared at Board meetings will be used by the Professional Development Committee, Comprehensive Planning Steering Committees, and the administrative team to determine the best use of federal funds.

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)**

Following approval of the district to receive ARP ESSER funds, a document will be created using family-friendly language that summarizes the ARP ESSER budget. The purpose of ARP grant funding and corresponding summary document will be explained ar regularly scheduled School Board meeting. The document will be posted on the Muncy School District website and also made available for review at the Muncy Public Library. Announcements to stakeholders for reviewing the document will occur during School Board meetings and group messaging services such as One Call Now, Blackboard Communication app, and email. Included in the notifications will be a statement for a parent/caregiver with a disability to contact the district office to review the plan for ARP funding in an alternate format.

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 following programs will be offered to families and students to address the impact of lost instruction. • Summer Programming will address both remediation and acceleration needs. Assessment data from students in kindergarten through grade twelve not demonstrating proficiency will be used to develop the content of summer courses and support students in meeting key benchmarks. Because summer classes are designed to meet the unique needs of the learners, they will benefit students with disabilities, children with social-emotional issues, those who historically have underperformed, and those who did not participate in remote learning activities. • After-school instruction will be provided during the school year for each K-12 course. The classroom teacher will be responsible for identifying student deficiencies and choosing which intervention strategy will be most effective for after-school programs. Using assessment data, teachers will consider remediation activities such as small group instruction, high-dosage tutoring, acceleration, or digital programming to determine which of the evidence-based strategies would best support the students. Students from all vulnerable student populations benefit from this process because professional educators will diagnose specific learning needs, design instruction, and choose an intervention that has the most likelihood of increasing proficiency. Because teachers will begin identifying which students have learning deficiencies at the beginning of the school year, they can immediately provide supplemental support to those students who didn't participate consistently in remote instruction.• Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program.Evidence-based assessments such as NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Students in the Muncy School District will also be provided the opportunity to use learning management systems with a corresponding digital classroom to review, practice, and extend learning objectives.

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 following will be needed to sustain Continuity of Services: • Funding to offer summer school and after-school instruction• Funding to purchase digital learning programs• Funding to provide mental health support and counseling• Funding to provide free meals to all studentsThe following will be needed to continue providing equitable access to Instruction: • 1:1 ratio of students to a tech device, high-speed Internet access for all families• Communication applications such as REMIND, Blackboard app., etc.• Programs that provide the ability to deliver digital content such as Zoom or TEAMS• Learning management systemThe following will be needed for mitigation strategies: • Funding for the development of Muncy School District's Health and Safety Plan• Funding for implementation of Muncy School District's Health and Safety Plan• Funding for the continual evaluation of Muncy School District's Health and Safety Plan• Funding for the continual revisions to Muncy School District's Health and Safety PlanThe following will be needed for facilities improvements: • Funding for the development of Muncy School District's Health and Safety Plan• Funding for implementation of Muncy School District's Health and Safety Plan• Funding for the continual evaluation of Muncy School District's Health and Safety Plan• Funding for the continual revisions to Muncy School District's Health and Safety Plan

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)**

This component is not applicable to Muncy School District.

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	1,765,161	20%	353,032

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Student learning measures will be monitored using NWEA Measures of Academic Progress, PSSA scores, Keystone scores and digital learning program reports. All of these have the capability of disaggregating data by student group. Curriculum-based assessments will also be used to assist teachers in identifying individual skills to differentiate instruction and programming to meet the needs of vulnerable student groups.
Opportunity to learn measures (see help text)	Opportunity to learn measures will be monitored through student, family and educator surveys. Many of the initiatives implemented as a result of the pandemic were based on feedback received from a variety of different surveys administered to various members of our school community. We will continue to use surveys with various stakeholders on an as needed basis. Our Act 48 or professional development team collaborates to provide educators acccess to professional development on the effective use of technology. Our student assistant and child study programs at the the high school and elementary school help address student engagement issues throughout our school district.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two full-time equivalent jobs were created as a result of ARP ESSER funding. A high school mental health counselor postiion was created and will count as one full-time equivalent posiiton. A full-time custodian position was created and will count as an additional full-time equivalent position.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Participation in programs funded by ARP ESSER resources will be monitored in a similar mammner to student learning. In addition to tracking attendance in our program we will continue to use NWEA Measures of Academic Progress, PSSA scores, Keystone scores and digital learning program reports. All of these have the capability of disaggregating data by student group. Curriculum-based assessments will also be used to assist teachers in identifying individual skills to differentiate instruction and programming to meet the needs of vulnerable student groups.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:

☑

The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).

☑

The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- **How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;**
- **Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;**
- **Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;**
- **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
- **LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;**
- **Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
- **Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
- **Requirements under the FFATA; and**
- **Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.**

☑

The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

☑

Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.

☑

The LEA will maintain inventory records, purchase orders and receipts for equipment (over $5,000) purchased, all computing devices, and special purpose equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.

☑

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☑

The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. 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.

[1]Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.

☑
The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.

☑
The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.

☑
The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.

☑

The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety   of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which   may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.

☑

The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.

☑

The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

☑

The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "*LEA Name-Health and Safety Plan*"

☑
CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,765,161.00

Allocation

$1,765,161.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$30,000.00	Extended School Year Services
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$12,780.00	Benefits associated with Extended School Year Services
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$120,000.00	Summer School Services
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$51,111.00	Benefits associated with Summer School Services
		$213,891.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,765,161.00

Allocation

$1,765,161.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$174,000.00	High School Mental Health Counselor
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$140,250.00	High School Mental Health Counselor Benefits
2600 - Operation and Maintenance	100 - Salaries	$554,100.00	Custodial Staff
2600 - Operation and Maintenance	200 - Benefits	$539,160.00	Custodial Staff Benefits
2800 - Central Support Services	600 - Supplies	$143,760.00	Technology Application Subscriptions
		$1,551,270.00	

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$30,000.00	$12,780.00	$0.00	$0.00	$0.00	$0.00	$0.00	$42,780.00
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	$120,000.00	$51,111.00	$0.00	$0.00	$0.00	$0.00	$0.00	$171,111.00
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	$174,000.00	$140,250.00	$0.00	$0.00	$0.00	$0.00	$0.00	$314,250.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	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	$554,100.00	$539,160.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,093,260.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$143,760.00	$0.00	$143,760.00
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

	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
	$878,100.00	$743,301.00	$0.00	$0.00	$0.00	$143,760.00	$0.00	$1,765,161.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$1,765,161.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Afterschool Programs in Pennsylvania study determined that for every dollar invested in after- school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link to PSAYDN.org).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

    1) A description of each program and activity

    2) A narrative outlining the expected benefit of each program and activity

    3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Needs Assessment: In this 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 students' needs since March 2020.

Indicators of Impact

    1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

Evidence-based assessments such as NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Students in the Muncy School District will also be provided the opportunity to use learning management systems with a corresponding digital classroom to review, practice, and extend learning objectives. The following programs will be offered to families and students to address the impact of lost instruction. • Summer Programming will address both remediation and acceleration needs. Assessment data from students in kindergarten through grade twelve not demonstrating proficiency will be used to develop the content of summer courses and support students in meeting key benchmarks. Because summer classes are designed to meet the unique needs of the learners, they will benefit students with disabilities, children with social-emotional issues, those who historically have underperformed, and those who did not participate in remote learning activities. • After-school instruction will be provided during the school year for each K-12 course. The classroom teacher will be responsible for identifying student deficiencies and choosing which intervention strategy will be most effective for after-school programs. Using assessment data, teachers will consider remediation activities such as small group instruction, high-dosage tutoring, acceleration, or digital programming to determine which of the evidence-based strategies would best support the students. Students from all vulnerable student populations benefit from this process because professional educators will diagnose specific learning needs, design instruction, and choose an intervention that has the most likelihood of increasing proficiency. Because teachers will begin identifying which students have learning deficiencies at the beginning of the school year, they can immediately provide supplemental support to those students who didn't participate consistently in remote instruction. • Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	350	After school tutoring programs with school district teachers.
Children with Disabilities	Academic Growth	150	After school tutoring programs with school district teachers.
Children from Low-Income Families	Emotional Wellness	350	After school S.T.E.A.M. lessons designed by school district teachers that includes the integration of social and emotional skills.
Children with Disabilities	Emotional Wellness	150	After school S.T.E.A.M. lessons designed by school district teachers that includes the integration of social and emotional skills.

3. Describe the evidence-based resources that will be used to support student growth during the after- school program.

NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the

best match for the student. Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
80	Internal	Teachers and Guidance Counselors

☑

a. **The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.**

☑

b. **The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.**

5. How will the LEA assess the success of the after-school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA	Twice a Year	Increase in Student Growth and Student Achievement
PSSA	Once a Year	Increase in Student Growth and Student Achievement

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Keystone Exams	Once a Year	Increase in Student Growth and Student Acheivement
Study Island	Ongoing	Increase in Student Growth and Student Achievement
MyPath	Ongoing	Increase in Student Growth and Student Achievement
Get More Math	Ongoing	Increase in Student Growth and Student Achievement
Prodigy	Ongoing	Increase in Student Growth and Student Achievement
95 Percent Group	Ongoing	Increase in Student Growth and Student Achievement
Curricular Based Assessments	Ongoing	Increase in Student Growth and Student Achievement

6. How will the LEA engage families in the after-school program?

Families will be notified using several sources of communication such as REMIND, email, and app messages to inform them that after school programming is available for their child(ren).

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$19,599.00
Allocation

$19,599.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$15,000.00	Teacher Salaries for After School Programming
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$4,599.00	Teacher Benefits for After School Programming
		$19,599.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$19,599.00
Allocation
$19,599.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
		$	
		$0.00	

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	$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	$15,000.00	$4,599.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,599.00
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

	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	$0.00	$0.00	$0.00	$0.00
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

	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
	$15,000.00	$4,599.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,599.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$19,599.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of $6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency (Link PSAYDN.org).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

Evidence-based assessments such as NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Students in the Muncy

School District will also be provided the opportunity to use learning management systems with a corresponding digital classroom to review, practice, and extend learning objectives. The following programs will be offered to families and students to address the impact of lost instruction. • Summer Programming will address both remediation and acceleration needs. Assessment data from students in kindergarten through grade twelve not demonstrating proficiency will be used to develop the content of summer courses and support students in meeting key benchmarks. Because summer classes are designed to meet the unique needs of the learners, they will benefit students with disabilities, children with social-emotional issues, those who historically have underperformed, and those who did not participate in remote learning activities. • After-school instruction will be provided during the school year for each K-12 course. The classroom teacher will be responsible for identifying student deficiencies and choosing which intervention strategy will be most effective for after-school programs. Using assessment data, teachers will consider remediation activities such as small group instruction, high-dosage tutoring, acceleration, or digital programming to determine which of the evidence-based strategies would best support the students. Students from all vulnerable student populations benefit from this process because professional educators will diagnose specific learning needs, design instruction, and choose an intervention that has the most likelihood of increasing proficiency. Because teachers will begin identifying which students have learning deficiencies at the beginning of the school year, they can immediately provide supplemental support to those students who didn't participate consistently in remote instruction. • Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	350	Summer School Program for Reading and Math
Children with Disabilities	Academic Growth	150	Summer School Progam for Reading and Math
Children from Low-Income Families	Emotional Wellness	350	Summer School Programming for Social and Emotional Learning
Children with Disabilities	Emotional Wellness	150	Summer School Programming for Social and Emotional Learning.

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with

funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.

4. Describe the staff that will provide the summer school program (i.e,. internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
80	Internal Provider	Teachers and Guidance Counselors

☑

a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.

☑

b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA MAP	Twice a Year	Student Growth and Achievement
PSSA	Once a Year	Student Growth and Achievement
Keystone Exams	Once a Year	Student Growth and Achievment
Curricular Based Assessments	Ongoing	Student Growth and Achievment

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Study Island	Ongoing	Student Growth and Achievement
My Path	Ongoing	Student Growth and Achievement
Get More Math	Ongoing	Student Growth and Achievement
Prodigy	Ongoing	Student Grwoth and Achievement
95 Percent Group	Ongoing	Student Grwoth and Acheivement

6. How will the LEA engage families in the summer school program?

Families will be notified using several sources of communication such as REMIND, email, and app messages to inform them that after school programming is available for their child(ren).

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

$19,599.00

Allocation

$19,599.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$15,000.00	Teacher salaries for summer school programming.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$4,599.00	Teacher benefits for summer school programming.
		$19,599.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget

$19,599.00

Allocation

$19,599.00

Budget Over(Under) Allocation

$0.00

Budget Summary

Function	Object	Amount	Description
		$	
		$0.00	

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	$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	$15,000.00	$4,599.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,599.00
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

	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	$0.00	$0.00	$0.00	$0.00
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

	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
	$15,000.00	$4,599.00	$0.00	$0.00	$0.00	$0.00	$0.00	$19,599.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$19,599.00

Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately $ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

> **30% - To address the social, emotional and mental health needs of students**

> **10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.**

> **8% - To address reading remediation and improvement for students**

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

> 1) A description of each program and activity

> 2) A narrative outlining the expected benefit of each program and activity

> 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found Link to Accelerated Learning Toolkit.

Needs Assessment: In this 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) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	At the high school level, a mental health screening committee will be formed to select an instrument for identifying and measuring the impact of social and emotional learning. At the elementary school level, the Positive Behavior Support team will be used to select an instrument for identifying and measuring the impact of social and emotional learning.
Professional Development for Social and Emotional Learning	Act 48 Professional Development Discussion based on the submission of Act 48 Professional Development surveys.
Reading Remediation and Improvement for Students	Evidence-based assessments such as NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Students in the Muncy School District will also be provided the opportunity to use learning management systems with a corresponding digital classroom to review, practice, and extend learning objectives. The following programs will be offered to families and students to address the impact of lost instruction. • Summer Programming will address both remediation and acceleration needs. Assessment data from students in kindergarten through grade twelve not demonstrating proficiency will be used to develop the content of summer courses and support students in meeting key benchmarks. Because summer classes are designed to meet the unique needs of the learners, they will benefit students with disabilities, children with social-emotional issues, those who historically have underperformed, and those who did not participate in remote learning activities. • After-school instruction will be provided during the school year for each K-12 course. The classroom teacher will be responsible for identifying student deficiencies and choosing which intervention strategy will be most effective for after-school programs. Using assessment data, teachers will consider remediation activities such as small group instruction, high-dosage tutoring, acceleration, or digital programming to determine which of the

Method used to Understand Each Type of Impact

	evidence-based strategies would best support the students. Students from all vulnerable student populations benefit from this process because professional educators will diagnose specific learning needs, design instruction, and choose an intervention that has the most likelihood of increasing proficiency. Because teachers will begin identifying which students have learning deficiencies at the beginning of the school year, they can immediately provide supplemental support to those students who didn't participate consistently in remote instruction. • Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.
Other Learning Loss	Evidence-based assessments such as NWEA Measures of Academic Progress (MAP), PSSA, Keystone Exams, and curriculum-based tests will be used to monitor the progress of every child and to identify which intervention is the best match for the student. Students in the Muncy School District will also be provided the opportunity to use learning management systems with a corresponding digital classroom to review, practice, and extend learning objectives. The following programs will be offered to families and students to address the impact of lost instruction. • Summer Programming will address both remediation and acceleration needs. Assessment data from students in kindergarten through grade twelve not demonstrating proficiency will be used to develop the content of summer courses and support students in meeting key benchmarks. Because summer classes are designed to meet the unique needs of the learners, they will benefit students with disabilities, children with social-emotional issues, those who historically have underperformed, and those who did not participate in remote learning activities. • After-school instruction will be provided during the school year for each K-12 course. The classroom teacher will be responsible for identifying student deficiencies and choosing which intervention strategy will be most effective for after-school programs. Using assessment data, teachers will consider remediation activities such as small group instruction, high-dosage tutoring, acceleration, or digital programming to determine which of the evidence-based strategies would best support the students. Students from all vulnerable student populations benefit from this process because professional educators will diagnose specific learning needs, design instruction, and choose an intervention that has the most likelihood of increasing proficiency. Because teachers will begin identifying which students have learning deficiencies at the beginning of the school year,

Method used to Understand Each Type of Impact
they can immediately provide supplemental support to those students who didn't participate consistently in remote instruction. • Digital programs will also be utilized to support students in achieving learning goals. Such programs include but are not limited to, Study Island, MyPath, Get More Math, and Prodigy. Digital curriculum supports all vulnerable student groups because goals can be individualized within the program. These funds will be integrated with funding received from other APR-ESSER Learning Loss funds by increasing the capacities of our universal Tier One Interventions for all students and developing Tier Two Interventions and Tier Three Interventions to help students reach set benchmarks for each subject at each grade level.

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	Social and Emotional Programming
Children with Disabilities	Social and Emotional Learning	Social and Emotional Programming
Children from Low-Income Families	Reading Remediation and Improvement	Tier 2 and Tier 3 Targeted Interventions
Children with Disabilities	Social and Emotional Learning	Tier 2 and Tier 3 Targeted Interventions
Children from Low-Income Families	Other Areas of Learning Loss	Tier 2 and Tier 3 Targeted Interventions
Children with Disabilities	Other Areas of Learning Loss	Tier 2 and Tier 3 Targeted Interventions

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. Click to download reserve amounts.

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	97,994	30%	29,398

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Student Disciplinary ReferralsStudent Assistant TeamsChild Study TeamsDistrict Counseling TeamsPositive Behavior Instructional Support Team (TRIBE)

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Mental Health Training for Students	Children with Disabilities	Universal	150
Mental Health Training for Students	Children from Low-Income Families	Universal	350
Mental Health Training for Students	Children with Disabilities	Targeted	150
Mental Health Training for Students	Children from Low-Income Families	Targeted	350
Mental Health Training for Students	Children with Disabilities	Intensive	150
Mental Health Training for Students	Children from Low-Income Families	Intensive	350

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Disciplinary Referrals	Ongoing	Decrease in disciplinary referrals.
Mental Health Screener	Annual / Ongoing	Decrease in students needing targeted or intensive interventions.

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	97,994	10%	9,799

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
    a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
    b. Identifying signs of possible mental health issues and providing culturally relevant support;
    c. Motivating students that have been disengaged;
    d. Mentoring students who have attendance issues before it becomes a pattern;
    e. Self-care and mindfulness strategies for teachers;
    f. Engaging and communicating effectively with parents;
    g. Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	150	Teacher	Trauma Counselor	Internal Staff	QPR Training
e. Self-care and mindfulness strategies for teachers;	150	Teacher	District Teachers	Internal Staff	Presentations on Various Topics

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
e. Self-care and mindfulness strategies for teachers;	150	Other	BLaST IU 17 Wellness Coordinator	External Contractor	Presentation on Various Topics

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Surveys	Ongoing	Increase in satistication scoresIdeas for future professional development

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan LINK NEEDED

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

   - This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading

			Improvement
Minimum 8% Reading Improvement Requirement	97,994	8%	7,840

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

The local assessment used to determine the need to address learning loss in the area of reading are NWEA Measures of Academic Progress scores for reading. The need was evidenced for students participating mainly in remote instruction last year, children from low income families and children with disabilities. The findings were that they were behind their grade level peers in reading.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

Yes

Please explain:

NWEA Measures of Academic Progress provide quadrant charts indicating student growth and student achievement as compared to same aged peers.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
95 Percent Group Trainings	K-6	40
Textbook Series Trainings	K-12	80

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Digital Remediation Programs	Children from Low-Income Families	350	Individualized digital activities that use spiraling to identify areas of strength and areas of weakness.
Digital Remediation Programs	Children with Disabilities	150	Individualized digital activities that use spiraling to identify areas of strength and areas of weakness

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Curricular Based Assessments	Ongoing	Students reach associated benchmarks

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

*This value can be **UP TO 52%** of the total allocation, if minimum values were used for other reserves.

16. Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning

			Loss Activities
52% Other Learning Loss Activities	97,994	52%	50,957

17. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Tier One	Children from Low-Income Families	350	Building the capacity of our tier one programs for academic, behavioral and social and emotional learning.
Tier One	Children with Disabilities	150	Building the capacity of our tier one programs for academic, behavioral and social and emotional learning.
Tier 2	Children from Low-Income Families	350	Identifying and developing our tier two programs for academic, behavorial and social and emotional learning.
Tier 2	Children with Disabilities	150	Identifying and developing our tier two programs for academic, behavorial and social and emotional learning.
Tier 3	Children from Low-Income Families	350	Identifying and developing our tier three programs for academic, behavorial

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
			and social and emotional learning.
Tier 3	Children with Disabilities	150	Identifying and developing our tier three programs for academic, behavorial and social and emotional learning.

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
NWEA Measures of Academic Progress	Twice	Increased Student Growth and Student Achievement
PSSA	Annually	Increased Student Growth and Student Achievement
Keystone Exams	Annually	Increased Student Growth and Student Achievement
Study Island	Ongoing	Increased Student Growth and Student Achievement
Curricular Based Assessments	Ongoing	Increased Student Growth and Student Achievement
Get More Math	Ongoing	Increased Student Growth and Student Achievement
Prodigy	Ongoing	Increased Student Growth and Student Achievement

Tool Used to Evaluate Success	Frequency of Use	Expected Results
95 Percent Group	Ongoing	Increased Student Growth and Student Achievement

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget

$97,994.00

Allocation

$97,994.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

29,398

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$15,000.00	Teacher salaries for social and emotional programming for students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,000.00	Teacher benefits for social and emotional programming for students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$9,398.00	Mental Health Screening Assessments and Virtual Social and Emotional Programs for students.
		$29,398.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

$97,994.00

Allocation

$97,994.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

9,799

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$2,799.00	Cost of outside trainers to deliver social and emotional professional development for teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$3,000.00	Cost of salaries for our own staff to deliver social and emotional professional development for teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$701.00	Cost of benefits for our own staff to deliver social and emotional professional development for teachers
1100 - REGULAR			Cost of training

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,299.00	professional development training materials.
		$9,799.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget

$97,994.00
Allocation
$97,994.00

Budget Over(Under) Allocation

$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

7,840

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,920.00	Targeted Interventions for Students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,920.00	Intensive Interventions for Students
		$7,840.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	97,994	29,398	9,799	7,840	50,957

Learning Loss Expenditures

Budget

$97,994.00
Allocation
$97,994.00

Budget Over(Under) Allocation

$0.00

Budget Overview

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,985.00	Universal Interventions for Students
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,986.00	Targeted Interventions for Students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,986.00	Intensive Interventions for Students
		$50,957.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

$97,994.00

Allocation

$97,994.00

Budget Over(Under) Allocation

$0.00

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	$18,000.00	$5,701.00	$2,799.00	$0.00	$0.00	$71,494.00	$0.00	$97,994.00
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								

	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
Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$0.00	$0.00	$0.00	$0.00
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

	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
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
	$18,000.00	$5,701.00	$2,799.00	$0.00	$0.00	$71,494.00	$0.00	$97,994.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$97,994.00