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	Teachers and administrators have measured the impact of lost instructional time through benchmark assessments and curriculum based assessments during the 2021-22 school year. These measurements have shown the impact most notably in our special needs population, primary students, middle level mathematics and secondary English.
Chronic Absenteeism	Many students with chronic absenteeism issues in 2020-21 have returned to in-person instruction. The impact of their absenteeism has been noted in their progress in academic learning, and additional instructional opportunities both inside the school day and beyond the school day were implemented and planned for 2021-22 and beyond.
Student Engagement	Online learning decreased student engagement and teachers have noticed lower academic learning (lack of prior knowledge and lack of prerequisite skills) in students as a result of this decrease. As students return to in-person instruction, teachers in BMSD have made efforts to increase student engagement through active instructional practices, individualized learning, differentiated instruction and increased use of instructional technology.
Social-emotional Well-being	COVID has had a significant impact on the social-emotional well-being of students, families and faculty of BMSD. The teachers, counselors, psychologists, nurses, administrators, and social workers have had greater contact with students and their families and taken note of the increased need for social-emotional well-being services for students. This impact has resulted in an increased need for social work and academic intervention. There have been in-service work done in Trauma-Informed Practices.
Other Indicators	N/A

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**
	Students with disabilities (specifically students

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	with IEPs) have shown a significant academic learning need as a result of the pandemic. Many learning disabled students were unable to reach their full learning during the pandemic due to difficulties with online learning. These impacts are being seen in increased numbers of students needing IEP to support their learning and in current IEP students needing greater levels of support through their IEPs. To identify these increased academic needs, the special education department is identifying new measures to identify student learning levels and ways to more accurately measure learning during progress monitoring.
Students from low-income families	Students from low income families have been greatly impacted during the pandemic as evidenced by increased need for academic support as they return to full in-person instruction. Schools have witnessed increased need for academic support groups, such as Title I and CST. After-school and summer academic programs have been put in place and more are being planned to target the academic needs of this population.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Specific levels of students have shown decreased academic learning as they return to full in-person instruction. One such group are primary age students in the area of early literacy. Second grade students were impacted when they lost in-person instruction in early literacy in both kindergarten and first grade. Loss of these valuable instructional learning opportunities have been shown through higher numbers of students with increased chance of not being successful readers on such measures as DIBELS and curriculum based assessments.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19

pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Provide increased learning opportunities to meet the academic needs of students through additional instructional time (after-school, summer, and in-school) and enhanced learning resources.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

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

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

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- [x] **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)**
- [x] **English learners**
- [x] **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- [x] **Students experiencing homelessness**
- [ ] **Children and youth in foster care**
- [ ] **Migrant students**
- [x] **Other student groups: (provide description below)**

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

Primary students with significant learning needs in literacy.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Increase social-emotional supports to impact the well-being of students, family and staff through greater amount of social -worker access and increased use of trauma-informed practices.

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

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

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

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

- ☑ **Students from low-income families**
- ☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- ☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- ☐ **English learners**
- ☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- ☑ **Students experiencing homelessness**
- ☑ **Children and youth in foster care**
- ☐ **Migrant students**

☐ Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☐ Academic Impact of Lost Instructional Time
☐ Chronic absenteeism
☐ Student engagement
☐ Social-emotional well-being
☐ Other impact

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

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☐ Students from low-income families
☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
☐ English learners
☐ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
☐ Students experiencing homelessness
☐ Children and youth in foster care

- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

> (Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The Blue Mountain School District initiated an online American Rescue Plan ESSER survey to gain information from multiple stakeholder groups, specifically parents, teachers, students, and community members. This survey asked participants to identify areas they felt students had experienced learning loss during the pandemic in addition to other areas that students had needs in as a result of COVID 19 close-downs and altered learning situations. In addition, participants had the ability to share concerns and suggestions for addressing student needs beyond the survey questions. Administrators have surveyed teachers, students, parents, and support personnel at each building to assess learning needs and other needs, such as social emotional wellness needs, at each of the schools. Needs of special groups, such as students with disabilities, English learners, homeless students, and children living in foster care, have been examined by the faculty and administration that work with these groups to assess new and ongoing needs and how to address the needs of these groups. We have had collaborative meetings with the administrators to discuss these needs and ideas for addressing these needs. These concerns have also been shared with our community and board members at public work sessions of the school board and committees.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The district examined the results of the American Rescue Plan ESSER survey and found that the three largest areas of academic learning loss were mathematics, reading and writing, but

the greatest area of learning loss was indicated in the area of social emotional wellness (indicated by 69.7% of participants). The largest group of survey participants (61.8%) indicated that school readiness and academic success were the highest need area for the district to address with ARP ESSER activities. 51.2% of participants indicated that social emotional learning, trauma informed practices, and mental wellness were high areas of need that needed to be addressed with ARP ESSER funds. In response to survey results, the district has proposed activities utilizing the ARP ESSER funds to address academic learning loss through after school, in-school, and summer activities. In addition, social/emotional/mental health activities are planned with the use of ARP ESSER funds to address needs at all levels, in all schools, and with all groups of students.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The results of the American Rescue Plan ESSER survey and ideas for the use of ARP ESSER funds have been shared at public meetings on October 21, 2021, October 26, 2021 and November 11, 2021. At these meetings the BM administration shared results of the American Rescue Plan ESSER survey, plans for grant activities to address the needs shown in the survey, timelines, grant amounts and how progress would be measured. Board members, parents, community members and faculty participated in the discussions during the public meetings. Information on the grant was shared at the meeting and posted on the district website.

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 BMSD will utilize ARP ESSER funds in conjunction with the 7% Set-Aside ARP ESSER funds to provide after-school learning, summer learning, and extended learning opportunities within the school day. After school learning is being utilized at elementary, middle school and high school to provide intensive instruction for students in need. Summer learning opportunities are also offered for students to make-up lost credit/classes to insure greater graduation success. These students are identified through progress in curriculum based instruction and lack of academic progress. Students with both academic need and low-socio-economic circumstances have increased access to after school and summer learning through transportation home from after-school and summer programs. Academic progress in these programs is identified through increases in grades, completion of academic modules, and progress on benchmark assessments. Learning progress in communicated with parents through frequent emails and calls.The students most impacted by COVID learning loss are secondary students in mathematics and English, primary students in early literacy, and special needs students. The needs of these groups is monitored by BMSD faculty, and this faculty is utilized whenever possible to provide the intensive support both in the school day and beyond the school day/school year. The BMSD will utilize ARP ESSER funds to provide the instruction beyond the school day, extended learning within the school day through supporting hourly stipends and transportation costs. In addition, funds will be utilized to reinforce quality learning materials that can be used both in the classroom, during intensive intervention, and through remote learning as needed. Instructional resources selected for purchase with these funds will be research-based, contain diagnostic and progress monitoring assessments, and be accessible for remote learning if needed. One additional use of the ARP ESSER funds will be to support an interventionist to support the academic needs of our most needy elementary students through research-based instructional practices in early literacy (phonemic awareness and phonics), fluency, and comprehension. Instructional practices will incorporate research based learning strategies such as multi-sensory practices.

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.

Blue Mountain School District plans to utilize ARP ESSER funds to provide social/emotional mental health support, provide learning through technology, provide continuity of services, and improve facilities. Social/emotional mental health and support was the greatest need shown in our local ARP ESSER survey of stakeholders. To address these needs, the district plans to increase the use of trauma-informed practices at all levels. The district has embarked on a project that will increase the use of trauma-informed practices over the next three years. The pilot program began with training volunteer teachers at eah building and providing classroom resources to utilize these practices. These classrooms will grow in number through ongoing and increased training and supplying trauma-informed supplies and support. Additionally, ARP ESSER funds will be utilized to bring an additional social worker on staff to support the emotional needs of students as a result of COVID.Technology is an ongoing need in the Blue Mountain School District, and ARP ESSER funds will be used to secure hardware, software and licensing for instructional resources involving technology. These resources have had increased use in the past three years, and remote learning has increased the one-to-one initiative for technology that was outlined in our Comprehensive Plan. ARP ESSER funds will be used to support remote learning through providing WIFI equipment and licensing to students in need, especially those of low socio-economic status. Funds will be used for licensing that will provide assessment, instructional resources, and intervention resources for all students.BMSD will utilize a portion of ARP ESSER funds to provide continuity of services. These funds will assist the district in providing quality instruction through provision of salaries and benefits for educators. This continuity of services is essential since district revenue has been impacted during COVID years. ARP ESSER funds will also be used to improve facilities, especially HVAC systems at Blue Mountain High School. Deficiencies in these systems were sorely noted as air quality was being studied during the months of COVID. Ongoing needs for quality air and clean environments will be met through the projects outlined in this grant.

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

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

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,377,686	20%	475,537

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 progress in learning is continually measured through benchmark assessments and curriculum based assessments that are common among grades/courses. Results from these assessments are some of our first indicators for the need for intervention. Additionally, benchmark assessments, such as DIBELS and mid-year and end-of-year assessments indicate both individual student and whole group needs for re-teaching and intervention. Student engagement in learning and increased use of technology will be monitored through student and family surveys. Professional development in these areas is ongoing.
Opportunity to learn measures (see help text)	Student engagement in learning and increased use of technology will be monitored through student, educator and family surveys. Professional development in these areas is ongoing.
Jobs created and retained (by number of FTEs and position type) (see help text)	Two positions that are proposed for implementation with ARP ESSER funds are an elementary interventionist and a social worker. Both of these positions will be FTE. Other positions for teachers and administrators will be maintained (monitored through maintenance of effort) with the use of ARP ESSER funds (Maintenance of Operation and Continuation of Services). Without the use of these funds, there may have been a need for Reduction in Force.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	BMSD will be measuring the number of students involved in after-school and summer academic programs, such as after school tutoring and Summer Credit Recovery. These numbers will be compared to pre-COVID numbers and increases are expected. Additionally, the number of special needs students and low-income students will be monitored to insure there are proportionate numbers of students included in these programs.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

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

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

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

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

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

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

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

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

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

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

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

$2,377,686.00

Allocation

$2,377,686.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$157,000.00	Salary for Interventionist to support needs of students (K-5) and reduce learning loss
1000 - Instruction	200 - Benefits	$58,000.00	Benefits for Interventionist to support needs of students (K-5) and reduce learning loss
1000 - Instruction	600 - Supplies	$75,000.00	Secure Math resources (such as iXL) to support students for assessment, diagnosis, and intervention for math learning loss.
1000 - Instruction	600 - Supplies	$126,000.00	Secure Math resources (such as Eureka Math) to support learning in the classroom and remote learning for assessment,

Function	Object	Amount	Description
			instruction, and intervention for math learning loss.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$30,000.00	Secure resources to adress learning loss in special education through resources to use in class and through remote learning (such as Lexia and My Path)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$30,000.00	Secure resources to adress learning loss in special education through assessment for benchmark and progress monitoring (such as Star Reading Star Math and Freckle)
1000 - Instruction	600 - Supplies	$23,000.00	Resources to support the implementation of trauma informed practices in the classroom.
1000 - Instruction	300 - Purchased Professional and Technical Services	$26,000.00	Training to support the implementation of trauma informed practices in the classroom through a training contract with Lakeside Neurologic.
1000 - Instruction	100 - Salaries	$300,000.00	Funds used to support Maintenance of Operation and Continuation of Services through offsetting salary costs in 2021-2024

Function	Object	Amount	Description
		$825,000.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$2,377,686.00

Allocation

$2,377,686.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$136,000.00	Salaries to add a social worker position to provide social and emotional mental health support.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$42,000.00	Benefits to add a social worker position to provide social and emotional mental health support.
2800 - Central Support Services	600 - Supplies	$280,000.00	Technology equipment and support resources to enhance and maintain in-school and remote learning
2800 - Central Support Services	600 - Supplies	$50,000.00	Access to online learning through utilization of hotspots (hardware and licensing)
			Tools to allow student access to online learning and

Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	$47,900.00	instructional support, such as learning management systems (Schoology, Google Classroom or SeeSaw)
2800 - Central Support Services	600 - Supplies	$47,015.00	Purchase or Licensing of electronic resources to assist instruction (in-class and online) such as Read Naturally Live, ABCya, and Science Lab Software
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$349,771.00	Subgrant to upgrade Air Conditioning at Blue Mountain High School
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$600,000.00	Subgrant to upgrade HVAC at Blue Mountain High School gymnasium
		$1,552,686.00	

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	$457,000.00	$58,000.00	$26,000.00	$0.00	$0.00	$224,000.00	$0.00	$765,000.00
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	$60,000.00	$0.00	$60,000.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$136,000.00	$42,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$178,000.00
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	$424,915.00	$0.00	$424,915.00
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	$949,771.00	$949,771.00

Project #: 223-21-0042
Agency: Blue Mountain SD
AUN: 129540803
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$593,000.00	$100,000.00	$26,000.00	$0.00	$0.00	$708,915.00	$949,771.00	$2,377,686.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
							Final	$2,377,686.00

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Blue Mountain Area School District

2. AUN#:

129540803

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. David H. Helsel	Superintendent	dhhelsel@bmsd.org
Contact Name	Gwen Belding	Federal Programs Coordinator	gjbelding@bmsd.org

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

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

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

To replace four roof top HVAC units that are in excess of 20 years old and are no longer

repairable. These units would supply heating and air conditioning to various areas of the high school with MERV 13 Air Filtration. The project would consist of two - forty ton, one twenty-five ton, and one ten ton rooftop unit to improve indoor air quality and promote a safer learning environment.

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

The state of the current HVAC units were no longer repairable due to the availability of parts. Without the replacement of these units we would not be able to heat/cool areas of the building and had no choice than proceed to begin the process of replacement. The district reached out to Trane for a turnkey proposal under the Federal Programs Procurement Program of Omnia 15-JLP-023 to supply temporary HVAC units while the new ones were being manufactured. Entire project which includes all engineering, electrical, removal, and installation is $ 349,771.00.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	349,771	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. This proposed project meets the overall purpose of the ARP Act program, which is "to prevent, prepare for, and respond to" COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over $2,000 for:
    - construction
    - alteration
    - repairs
    - painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department's regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

Yes

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

Yes

FOR THE GRANTEE

Signature:David Helsel - Electronic Signature Date:2/10/2022
Title:Superintendent

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Blue Mountain School District

2. AUN#:

129540803

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. David Helsel	Superintendent	dhhelsel@msd.org
Contact Name	Jeffrey Faust	Director of Buildings and Grounds	jfaust@bmsd.org

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

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

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

The project consists of replacing four outdated heating units in the Blue Mountain High School

gymnasium. These units are 20+ years old. The units will be replaced with new HVAC units. The new units allow for temperature control, MERV 13 air filtration, humidity control to inhibit mold, and a large volume of fresh air exchange.The project creates a safer-environment in a large gathering area utilized for student education, lunch activities when social distancing may be necessary to continue in-person learning, district athletic and community events, along with graduation ceremonies.

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

Current heating units are outdated and no longer supported by suppliers. The existing units only heat and do not have the ability to provide temperature and humidity control, necessary MERV 13 air filtration and exchange air at a rate necessary to help mitigate COVID 19 concerns for a safer environment.The district is currently working on a solution with Trane for a turnkey project utilizing the Omnia Federal Procurement program 16-JLP-023. The entire project, including building evaluation, engineering design, removal and installation of four new units, is estimated to cost $600,000.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	600,000	0

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. This proposed project meets the overall purpose of the ARP Act program, which is "to prevent, prepare for, and respond to" COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over $2,000 for:
    - construction
    - alteration
    - repairs
    - painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department's regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

Yes

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

Yes

FOR THE GRANTEE

Signature:David Helsel - Electronic Signature Date:2/28/2022
Title:Superintendent