

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	Methods used by the school district are Promotion in Danger Notices, Learning Support evaluations that are requested/completed, grade failure reports, PSSA proficiency reports, LinkIT, Study Island, Acadience test results.
Chronic Absenteeism	Methods to deal with Chronic Absenteeism include the use of Student Attendance Improvement Plans (SAIPs), Magistrate truancy hearings, Justice Works program, along with the use of yearly Average daily attendance and habitually truant reports to see which students are absent and how we can get these students back in school.
Student Engagement	Methods used for Student engagement include the number of student discipline referrals during the pandemic, the number of suspensions due to behavior issues, and faculty meetings to discuss with teachers how students are being engaged and how we can re-engage those students disinterested in school or who have fallen off in their classes.
Social-emotional Well-being	Methods used include the number of Student Assistance Program (SAP) Referrals, number of Mental Health assessments, number crisis calls number of Safe 2 Say hotline referrals. Utilizing our school Social Worker and School Psychologist to help determine what students are in the most need and referring them to the appropriate county services.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The district will employ a Special Ed Director who will work with our School Psychologist to identify and measure the students who are in most need of evaluation.
	Employing the LEA's Social Worker who can help our low income families find county services that

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	they may not know they are eligible for has been a huge improvement at Portage Area. The ability to provide student as well as family based counseling has also been utilized.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	This is our K-6 Students. Low class sizes help students learn better and keep them more engaged. We have added Elementary staff to help keep our classrooms small which gives our instructors the best possible chance to engage students and keep them on task and successful.

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	The pandemic has impacted our students in many ways. The social emotional needs of students was a priority at our LEA before the pandemic and only increased during its most challenging times of isolation. The need for a Social Worker was a vital need. Portage Area has employed a Social Worker before the pandemic started and has utilized that position even further after the pandemic. The ability for our students to meet with someone in house and provide them with counseling was during the school day was critical. For our students with special needs, the LEA is hiring a Special Ed Director plus an additional Special Ed Instructor to help those students to succeed. The LEA will also be providing after-school tutoring session 5 days a week to be able to make up for instructional time lost.

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

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

Other impact

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

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

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

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

K-6 Students

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<p>During the pandemic, the use of technology became more important than ever. Being able to provide each student with an electronic device (school issued laptop) was critical. Having a full time Technology Director became an important component to our LEA. The ability to have a person on site to deal with all the challenges that come with adding over 1,000 devices to our network was a top priority for our LEA. The director was responsible to purchase and install various software applications that the administration deemed essential to be able to track students progress. Link It, Study Island, Reflex Math, Discovery Education, Delta Math, etc all became vital for our LEA to be able to know which students needed the most help to make sure the were on track.</p>

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

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

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

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

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

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

K-6 Students

Reflecting on Local Strategies: Strategy #3

	Strategy Description
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	Strategy Description
Strategy #3	Small classroom size has been shown to improve students ability to learn as the teacher is able to engage with their students better. The ability to help our elementary students by employing additional teachers to keep class sizes small is a strategy that we believe will be able to make up some of the time lost during the pandemic. The addition of teacher aides will also help to provide our elementary and high school students with a resource to help them address learning loss especially in our elementary where our goal is always to have our students reading proficiently by 3rd grade.

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:

K-6 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.)

Over the past three years, the district has conducted numerous surveys to identify meaningful ways to address learning loss as a result of the pandemic. Based upon those survey data, the need for after school tutoring sessions for both our elementary and high schools have been determined to be a serious need. The district is looking to provide that tutoring through our professional staff. Also, before the pandemic the Special Education Director position was eliminated, and those duties were address by each building's principal. After evaluation by the administration and school board, the decision has been made to bring back that position to best serve the needs of the district, especially during these trying times as a result of the pandemic.

5. Use of Stakeholder Input

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

During the pandemic the district has conducted numerous surveys of parents/guardians related to school operations and how we can best serve our students moving forward. The district expects to continue this practice as programs are developed and implemented. The district has also worked with internal staff and the school board to identify what are our strengths and what our challenges are. Compromised of teachers, administrators and specialists, various ideas and suggestions are considered as part of the decision-making process.

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

Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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)**

Updates of the LEA's plans for ARP ESSER monies will be presented at public board meetings. Drafts of the plans will be available for public inspection. After obtaining board approval of the LEA's plan, the document will be made available to the public via the district's website. In the event of revisions, the board of directors will approve such revisions and the new updated plan placed on the district's 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.

Portage Area will utilize a variety of interventions to address learning loss. First is the addition of teachers, and teacher's aides to provide smaller class sizes and thereby be able to address learning loss by being able to engage those students who have suffered the most because the teacher is in a class that is smaller and will be able to devote more time and attention to the students that they are teaching. It has been shown that smaller class sizes lead to more successful students and the LEA intends to employ this technique. The LEA will also provide the use of afterschool tutoring throughout the next two years to any and all students. This will be especially beneficial to those students who were impacted the most by the pandemic. Multiple quarterly assessment tests (Link It, Reflex Math, Acadience, etc) will be given to allow the administration and teachers to best assess the progress of these students and employ further interventions as needed to make all students successful.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The LEA will use the remaining funds to subsidize many positions. First is the Technology Director. The addition of over 1,000 laptops has made this position an extremely needed position. Being able to keep our laptops and network up and running is vital to the effectiveness of not only remote learning for those students who have chosen to remain remote, it is also for those students who attend in-school learning. The use of laptops has become a major part of in-person learning for the teachers. Teachers' use of promethean boards that can integrate with a students' laptops has made the learning process better and more efficient. Addressing the social emotional needs of our students is also a high priority. The pandemic has shown that children need the interaction with their peers while in school as a part of their social/emotional learning. We currently employ a Social Worker and would use these funds to help to continue to employ this position. The Social Worker is able to meet with students and counsel them with any problems they may have through individual counseling as well as family-based counseling, Another aspect of what our Social Worker does is helping low-income families receive the services that they need and are eligible to receive. Many times, families don't realize what is

available to them to help them with their financial needs and to help alleviate some stress from their lives. Two years ago, the decision was made to eliminate the LEA's Special Education Director position and split the responsibilities to the principals of each school. This decision has shown to have not been successful. The need for a full-time Special Education Director to be able to service our students with special needs has proven that it needs to be reinstated at the district. The number of IEPs and services for students with disabilities has only increased in the district and a full-time Special Education Director is a must for the district to address all the needs of these students. Along with that is a need to increase our special education teaching staff. Our current teachers are stretched to the max already and this position will help to alleviate some of that stress and provide our students with better options for their education. The LEA will also utilize ESSER funds to purchase technology supplies. Through the direction of the Technology Director, supplies will be purchased to keep the LEA's network system up to date and prepared to handle all the increased traffic on the system. Upgrading wiring, software, and access points allow the network to run at peak performance. The LEA already has a plan for upgrading laptops and other electronic devices. ESSER funds will ensure that the LEA has the ability to purchase newer laptops/electronic devices as they become available. This will allow our students and teachers to keep up with technology and allow both to succeed as we move forward to ensure the learning gap created by the pandemic is eliminated.

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)

Our LEA has the ATSI designation in relation to our special education population. As stated in the previous response, the employment of a new Special Education Director, a new High School Special Education teacher and Social Worker will all help to have our school succeed and lose this designation. The new Special Education Director will be able to utilize the Evidence Resource Center as a reference moving forward to help all our special needs students.

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	1,897,681	20%	379,536

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	Different assesments will be admimnistered to monitor lost education and track growth progress. LinkIt will be administered K-8 3 times a year (Sept., Jan., and May) Accadiance will also be administered three times a year to students in K-3. The Jr.-Sr. High students will use Study Island which provides continual monitoring. Other resources to be used include Discovery Education, Reflex Math, Frax, Delta Math and other programs to close the learning gap.
Opportunity to learn measures (see help text)	With all the programs mentioned above, students will be more engaged. Therefore, more learning and remediation will occur allowing us to help remediate the learning loss of students. These programs will allow us to monitor student gain/progress.
Jobs created and retained (by number of FTEs and position type) (see help text)	All positions outlined will be funded 100% by ARP-ESSER Funds. These positions are all vital to the success of our students as we move forward from the pandemic. All play an integral role in providing our students the best possible outcome by utilizing their skills and experience to get those students who have fallen behind due to the pandemic moving in the right direction as well as keeping the students who did not fall behind on the right track to success.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district is going to offer after school tutoring K-12 several days a week throughout the 2022-23 and 2023-24 school years. Tutoring will be availbale 3-5 days per week for a minimum of one hour per session.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,897,681.00

Allocation

\$1,897,681.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$312,766.00	Salaries for two teachers to keep classroom sizes low and be able to address learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$147,765.00	Benefits for two teachers to keep classroom sizes low and be able to help address learning loss.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$155,880.00	Salaries for two years for a Sp Ed teacher in the Elementary School and an additional SP Ed HS Teacher to help our special need students succeed.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$132,474.00	Benefits for two years for a Sp Ed teacher in the Elementary School and an additional SP Ed HS Teacher to help our special need students succeed.

Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$162,786.00	Expense to hire 5 teacher aides through a local company to help to address learning loss. These aides will be comprised of 2 aides at the High School level and 3 aides to assist our reading specialists in the Elementary School.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$100,224.00	Salaries for teachers to provide after school tutoring in both the elementary school and high school for the next two years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$44,309.00	Benefits for teachers to provide after school tutoring in both the elementary and high school for the next two years.
		\$1,056,204.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,897,681.00

Allocation

\$1,897,681.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$90,474.00	Social Worker salary for two years to help serve the students of Portage Area's social and emotional needs.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$84,940.00	Social Worker benefits for two years to help serve the students of Portage Area's social and emotional needs.
2800 - Central Support Services	100 - Salaries	\$202,492.00	Technology Director's salary for three years to help service the technology needs of the students of Portage Area.
2800 - Central Support Services	200 - Benefits	\$91,951.00	Technology Director's benefits for three years to help service the technology needs of the students of Portage Area.
			Funding Special Ed Director salary for two

Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$145,500.00	years to help students IEP's be met as to ensure the best possible outcome for these students of Portage Area.
2200 - Staff Support Services	200 - Benefits	\$109,358.00	Funding Special Ed Director benefits for two years to help students IEP's be met as to endure the best possible outcomes for these students of Portage Area.
2800 - Central Support Services	600 - Supplies	\$116,762.00	Technology supplies to keep our current network up to date and running at peak performance. Money will also be used to maintain our 1:1 students computer ratio. Providing students with the ability to upgrade laptops as needed.
		\$841,477.00	

**Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

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	\$412,990.00	\$192,074.00	\$162,786.00	\$0.00	\$0.00	\$0.00	\$0.00	\$767,850.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$155,880.00	\$132,474.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$288,354.00
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	\$90,474.00	\$84,940.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,414.00
2200 Staff Support Services	\$145,500.00	\$109,358.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$254,858.00

**Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
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
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	\$202,492.00	\$91,951.00	\$0.00	\$0.00	\$0.00	\$116,762.00	\$0.00	\$411,205.00
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
	\$1,007,336.00	\$610,797.00	\$162,786.00	\$0.00	\$0.00	\$116,762.00	\$0.00	\$1,897,681.00

Project #: 223-21-0346
Agency: Portage Area SD
AUN: 108116303
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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,897,681.00