

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	Core strategies are established by the Harmony Administrative Team, by way of surveying teachers, district stakeholders, parents and students to establish and understand the biggest needs of the students on the topic of lost instructional time. The input from these groups will help the district shape and adjust strategies and analyze the impact of these strategies. ARP-ESSER funding will be used to enhance virtual learning by purchasing devices for the teachers, Promethean Active Panels for certain locations, the addition of a full time instructional teacher, and further development of instructional programs for district curriculum packages which include robust on-line components. In addition, the district will measure the learning loss at HASD using district CDT testing and local benchmark/progress assessments. HASD will offer after school programs and summer catch up camp to address and help mitigate the leaning loss that occurred during the pandemic. Results will be analyzed to determine the effectiveness of these programs.
Chronic Absenteeism	HASD will continue to use bench-marking and the use of local assessments to gauge work missed specifically due to absenteeism issues. Students demonstrating absenteeism will be offered and encouraged to participate in additional tutoring and district provided on-line courses to help fill learning gaps that could be a result of hybrid learning schedules and missed time in school during the COVID-19 pandemic. District office staff will work to maintain academic progress by studying absentee data and being proactive in formulating plans to keep students in school. District will assess the causation of chronic absenteeism and adjust programs as the data warrants.
Student Engagement	In addition to the regular instructional schedule, students will be provided access to instructional staff via a schedule set by the teacher, providing for virtual or phone appointments with individual students, live lessons, and email correspondence. When the district is in a remote/virtual learning situation, teachers will work from home and will monitor their email, voice mails etc. to ensure constant communication is available to the students for questions or concerns. Student will also have access to their counselors for assistance. Teachers, counselors, or secretaries will be reaching out to families by calling or emailing those students who have not submitted work. Students who are working offline must email their teachers summarizing the work they completed each day. Those who do not have Internet access will be provided the work in a suitable format (paper/packets) to maintain pacing for curriculum needs.

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	HASD will use data to assess the individual student needs during this disruption in educational services through survey results and district administrative team planning. The district is making enhancements to large group instructional areas and increasing their capability in an effort to invest in social-emotional awareness, special programs, and mental/physical well-being. This will allow for increased social-emotional interaction after the isolation of the pandemic. Teachers assess the learning of their students and make adjustments to instruction based upon student progress in the areas of social-emotional learning. HASD will address these learning gaps with after school tutoring, extended school year and remediation at the end of the day that is built into the master schedule.
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])	HASD Students with Individualized Education Plans (IEP) that attend in-district programs will receive specially-designed instruction from their teachers, in accordance with the learning, functional and behavioral – emotional needs identified in their IEP & Revisions with special attention given to in-person services that could not be provided during school closures . Each student's special education teachers/case manager and regular education teachers will communicate regularly with their families. Special Education teachers, support staff, specialists, and other professional staff will be available online to provide individualized intervention and support services. Special education teachers will provide instructions on how to access these services. Every effort will be made to ensure that all children receive services outlined in their IEP and mitigate learning loss because of the pandemic. HASD plans to increase special education staffing to help individualized

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	instruction in this area. The district wishes to utilize these additional positions to help fill in the impact (gaps) left from the pandemic during the time frame that ARP-ESSER is available.
Students from low-income families	<p>HASD will continue to ensure that every student is equipped with a device to take home (Chromebook or other device appropriate for grade level), provide necessary equipment for internet connectivity (routers, hot spots, etc) and monitor student progress using tools such as CDT testing, local benchmark assessments, Study Island, HMH Journey's, HMH Science Dimensions, and Go Math. The school district is providing additional office hours and availability of district facilities for the use of internet and lab activities for those families lacking access home internet due to physical location. In addition, HASD will address learning gaps with after school tutoring, extended school year and remediation at the end of the day that is built into the master schedule. Also the district will offering a summer catch up camp to all students K-12 to address the instruction and learning lost during the extended school closure. The district will address how future instruction will occur during any new COVID-19 closure. The district will continuously evaluate the expectations of the students and staff during the closure to ensure that every student is receiving the proper education.</p>
	<p>HASD will continue to ensure that every student is equipped with a device to take home (Chromebook or other device appropriate for grade level), provide necessary equipment for internet connectivity (routers, hot spots, etc) and monitor student progress using tools such as CDT testing, local benchmark assessments, Study Island, HMH Journey's, HMH Science Dimensions, and Go Math. The school district is providing additional office hours and availability of district facilities for the use of internet and lab</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	activities for those families lacking access home internet due to physical location. In addition, HASD will address learning gaps with after school tutoring, extended school year and remediation at the end of the day that is built into the master schedule. Also the district will offering a summer catch up camp to all students K-12 to address the instruction and learning lost during the extended school closure. The district will address how future instruction will occur during any new COVID-19 closure. The district will continuously evaluate the expectations of the students and staff during the closure to ensure that every student is receiving the proper education.

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	Academic boot camp / summer catch up camp opportunities as well as after school tutoring

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.

Students that were absent during the school closure.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Using large and small group settings to address social and emotional learning loss and to increase social interactions that were lost due to isolation during the pandemic.

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

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

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

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

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

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

Students that were absent during the school closure and/or had limited internet capability and were socially isolated during the pandemic.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Students were, and will be, offered small group and large group instruction through using Google Classroom as well as other online technology and curriculum tools which have on-line capacities to allow learning at a personal pace.

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:

Students that were absent during the school closure and/or had limited internet capability.

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 HASD administrative team will meet monthly to discuss the ARP-ESSER LEA plan. The district will actively seek input from the school board, administration, staff, parents, students and community members to craft and adjust the LEA plan. The team will review the progress of the plan to assure funds are being used appropriately. The team will also review feedback from stakeholders and take measures to address this input. HASD will post ARP-ESSER information on its website and other social media outlets. Discussions will take place with the school board and community guests during public meetings of the board and during other stakeholder meetings.

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)**

Discussions will take place with the school board and community guests during public meetings of the board as well as during special stakeholder meetings. The stakeholder team will monthly evaluate the progress and the use and effectiveness of the LEA plan and make adjustments accordingly when changes are needed.

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 plan was developed by the HASD administrative team in consultation with various stakeholder groups. The plan was reviewed and will be approved by the school board. The LEA plan will be available at the district office during office hours. The plan will be available on the HASD website as well as on all district social media platforms. HASD will also provide access to the plan during public meetings, such as regularly scheduled school board gatherings and stakeholder gatherings at special events. Public comments, questions and suggestions will also be accepted during these meetings to assure the LEA plan is meeting the needs and expectations of the stakeholders.

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.

HASD will increase staff to the special education department in order to enhance inclusionary practices and continue the ability to mainstream our educational practices. This will also support students who are at-risk due to the loss of instructional time during the pandemic. The enhanced IEP Team will be able to work directly with the students using technology and curriculum software to give the students extended help. The teachers will be able to progress monitor the students using district assessments tools and online mechanisms such as Google Meets and Google Classroom. Also, the additions to the HASD Special Education department will allow a more thorough development of our programs. As an example, obtaining the "PAES" program for life skills development will give skills needed for vocational training, placement, and independent living. The district will monitor these interventions using stakeholder feedback, assessment data, teacher feedback, and surveys.

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.

Harmony Area School District will use the funds to ensure that students receive more individualized instruction by ensuring class room size reduction. This will help address issues that occur on the return to school from pandemic conditions. In order to enhance infrastructure, the district will invest heavily in updating facilities to provide a safer learning environment and to lower the risk of virus transmission, address environmental health hazards, and improve ventilation within our facility. The district will invest in items that will help our school safety plans (LEA Health and Safety Plan) to be successfully implemented.

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	1,504,553	20%	300,911

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	HASD will continually monitor school tutoring and remediation practices being administered throughout the year to help determine academic progress in light of the pandemic. We will use results from benchmark data, subjective and objective feedback from teacher proctors, and other local assessment feedback to make any adjustments to the LEA plan.
Opportunity to learn measures (see help text)	HASD students will be progress-monitored throughout the year to measure learning loss. District staff and administration will engage parents in inviting feedback and suggestions to increase opportunities to learn. District administration will use feedback to implement changes and create new opportunities for additional learning and remediation practice. The district will routinely monitor the LEA plan to determine if there is a need to change the use of funding and programs.
Jobs created and retained (by number of FTEs and position type) (see help text)	By adding one special education teacher, the ratio of teacher to learning support students will be reduced so that greater inclusionary practice can take place. Parental input, teacher feedback, and progress monitoring will be used to assess the effectiveness of IEP goals.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	HASD will offering after school tutoring and summer academic boot camp to help with lost instructional time. Likewise, the PAES life skills enrichment program will support students of transition age. We will use results from benchmark data, subjective and objective feedback from teacher proctors, and other local assessment feedback.

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

\$1,504,553.00

Allocation

\$1,504,553.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$103,500.00	Salary for 1 special education teacher over a three-year period (Loss of Learning).
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$103,600.00	Benefits for 1 special education teacher over a three-year period (Loss of Learning).
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$40,000.00	Purchase of PAES program and supplies for a 3-year period (Loss of Learning).
1000 - Instruction	600 - Supplies	\$53,810.00	Science and social studies curriculum and technology upgrades with online component to allow review and personal paced learning (Loss of Learning).
			Retention and

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$45,000.00	incentives payments to staff for additional tasks necessary preformed during the pandemic These activities are necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new LEA and school staff
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,000.00	Retention and incentives payments to staff for additional tasks necessary preformed during the pandemic These activities are necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new LEA and school staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$40,600.00	Technology related items and devices to enhance district's ability to provide on-line services to assist with learning loss. Examples include: computers, hot spots, I-Pads, printers and other connected devices.
		\$401,510.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,504,553.00

Allocation

\$1,504,553.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$200,175.00	Purchase of technical services by ESS, MVS Security, Power School, PC Works, CoTechUs and In the Stix Broadband to maintain operation and continuity of services over a 3 year period.
2600 - Operation and Maintenance	700 - Property	\$200,650.00	Installation of air conditioning system in the Jr/Sr high school building to improve air quality and also improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards. (I.E. - viruses, bacteria and mold)
			Replace older floor tiles by resurfacing floors to make

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Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$100,098.00	sanitation easier and improve school facilities to reduce risk of virus transmission and exposure to environmental health hazards
3100 - Food Services	700 - Property	\$100,258.00	Repair and upgrade cafeteria equipment to assure safe food practices and provide a safe environmental space to prepare meals. This will ensure the successful planning and implementation of activities during any long-term closures, including providing meals to eligible students.
2600 - Operation and Maintenance	400 - Purchased Property Services	\$47,500.00	Upgrade to high efficiency lighting throughout the school to allow for more through cleaning and sanitation and adding UV units to increase air quality and will reduce risk of virus transmission and exposure to environmental health hazards
			Upgrade of the heating system to replace a dual fueled coal/gas boiler with a high efficiency gas unit. This is an

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Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$349,560.00	improvement to school facilities to reduce risk of virus transmission and exposure to environmental health hazards. It will also improve indoor air quality
2600 - Operation and Maintenance	100 - Salaries	\$3,000.00	Retention and incentives payments to staff for additional tasks necessary preformed during the pandemic These activities are necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new LEA and school staff
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$10,000.00	Retention and incentives payments to staff for additional tasks necessary preformed during the pandemic These activities are necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new LEA and school staff
			Retention and incentives payments to staff for additional tasks necessary preformed during the pandemic These

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Function	Object	Amount	Description
2500 - Business Support Services	100 - Salaries	\$5,000.00	activities are necessary to maintain operation and continuity of services, including continuing to employ existing or hiring new LEA and school staff
2600 - Operation and Maintenance	400 - Purchased Property Services	\$65,175.00	Upgrade school entrances to allow for increased traffic from parents dropping off and picking up students. These upgrades are necessary to maintain operation and continuity of services.
2600 - Operation and Maintenance	700 - Property	\$21,020.00	Purchase floor scrubbing units to better clean and sanitize class room floors and hallways. These units will sanitize and clean the LEA's facilities;
2600 - Operation and Maintenance	600 - Supplies	\$607.00	Purchase supplies to sanitize and clean the LEA's facilities
		\$1,103,043.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,810.00	\$0.00	\$98,810.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,600.00	\$0.00	\$40,600.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$118,500.00	\$103,600.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$262,100.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$10,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2600 Operation and Maintenance	\$3,000.00	\$0.00	\$300,273.00	\$112,675.00	\$0.00	\$607.00	\$571,230.00	\$987,785.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,258.00	\$100,258.00
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

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$181,500.00	\$103,600.00	\$300,273.00	\$112,675.00	\$0.00	\$135,017.00	\$671,488.00	\$1,504,553.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$1,504,553.00