

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	We utilized local assessment results such as the iReady assessment in ELA and math to note learning loss across the district. DIBELS, subject-area assessments, and students' grades were analyzed and used to determine impact of lost instructional time. We also had SST and SAP teams compile information regarding the number and specific students referred for academic support. In the high school, disproportionate failure or completion rates in class were utilized to note the impact of lost instructional time.
Chronic Absenteeism	Attendance records in MMS and participation in remote learning was reflected in the work turned in on Google Classroom, Nearpod, Formative, and other remote learning platforms used during distance learning. The impact of absenteeism is noted in grades, assessments, and performance and participation in class.
Student Engagement	Student engagement was noted through teacher and parent input, surveys, and participation in class meetings and work. Attendance, participation, and grades also reflected student engagement. Distance learning lessons and Google Meets were frequented by the building principals to monitor student engagement in meetings and lessons.
Social-emotional Well-being	Social-emotional well-being information was gathered by using teacher and parent input, SST referral of students, and input from the school counselors and the contracted social worker. If students were IEP students, special education case managers also provided input and documentation of social-emotional well being. In addition, the school counselor uses the Why-Try curriculum to address and note social-emotional well-being.
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
	As our students from low-income families group

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>is significant, this group was closely monitored through academic grades, iReady assessment scores, live and virtual classroom participation, attendance, SST notes/referrals, anecdotal notes from the teachers, counselors, parents, and social workers. Students found to show social/emotional/mental health issues were referred to the counselors and/or social worker and, if problematic, the WhyTry curriculum was and will continue to be utilized with them. Academic issues have been and will be addressed during WIN times, utilizing the instructional support of iReady, during our afterschool tutoring program, and during summer school. In the 21-22 school year, we will have additional support from a math coach in the elementary building, and we will be adding a math coach to the high school building in 22-23 and 23-34. In addition, 16 of our staff members are getting trained on LETRS to improve our ELA instruction.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>Our IEP students were met with daily through live and remote instruction. Each child had a case manager from the special education department and their academic, behavioral, and social/emotional needs were monitored, documented, and addressed. Local assessments and iReady scores were used to measure learning and identify impacts.</p>
Students experiencing homelessness	<p>As with our entire student body, these students were monitored through academic grades, iReady assessment scores, live and virtual classroom participation, attendance, SST notes/referrals, anecdotal notes from teachers, counselors, social workers, and parents.</p>

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy

addressing **social-emotional needs**.

	Strategy Description
Strategy #1	<p>To address academic needs, the district implemented the iReady assessment and instructional program across the district in ELA and math. This has provided the district with a common language and a way to track growth across several years. In addition, the program allows for remediation in skills that are lacking. This has informed the staff and administration as to which students require additional support in class, after-school, or in the summer months. In addition, with ESSER II funding, we have implemented a math coach at our elementary school. This math coach has allowed for further differentiation during Math WIN time and has offered additional screenings, training, and support to teachers in the building. Due to the engagement of the students and success so far, the ARP ESSER plan has incorporated the addition of a math coach at the high school as well.</p>

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.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The combination of adding additional hours for our social worker and obtaining the WhyTry curriculum for our counselor helped to support our students' social and emotional needs this year. The combined efforts of these professionals created a team approach that was able to reach a wider population of our student body and enabled a more targeted approach to students' specific needs. With ARP ESSER funding, we are planning to add an additional counselor to address the needs of our students in grades K-12. This counselor will allow our existing school counselors to meet the needs of more students and provide social groups and classroom guidance more frequently.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	In our high school building, we found that the effects of the pandemic on instruction created more class failures than we have typically seen due to the interruption of in-person learning. Much of these failing grades were attributed to absenteeism during remote learning and failure to complete work. Our high school staff administration made changes to the requirements during remote instruction to address these issues, however some students' grades were too deeply affected to recover. Therefore, the high school implemented an after-school program, a summer learning program, and adopted a credit recovery program to allow students to address the courses they needed to retake to improve their academic standing.

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement

- Social-emotional well-being
- Other impact

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Our district has reached out to stakeholders through a Federal Programs meeting, a PTO meeting, our Title schoolwide planning meeting, surveys, information on our website, as well as a formal discussion meeting prior to our schoolboard meeting to discuss plans and brainstorm ideas with the school board and public attendees. As a result, the survey was mentioned and advertised on our Facebook site for the district. A local newspaper, The Clarion News, also featured an article on our discussion. Community members have called the district and answered open-ended questions on our survey regarding suggestions on how to best utilize the funds.

5. Use of Stakeholder Input

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

Input from parents and community stakeholders has been taken into account during the development of our district's Plan for the Use of ARP ESSER Funds. The survey results and additional input has been reviewed and considered, and the budget has been drafted and revised multiple times to reflect stakeholder input. The ARP ESSER plan has been reviewed and revised at school board meetings for several sessions as well. Budgets and plans have been revised as the school year has progressed and highlighted additional needs through information from parents, teachers, principals, and other school staff. Student situations have illustrated the need for additional transportation due to attendance issues and the need to transport students to agencies. Staff input has shown that additional support is needed in

math, social/emotional support, learning support, and in different content area interventions. We have taken the top priorities in the surveys and addressed them in the plan by adding additional math support, planning for after school and summer programs, adding additional aides, adding a counselor, and providing additional social worker hours.

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 development of the LEA Plan for the Use of ARP ESSER Funds has taken part with the stakeholders in the district and been drafted and put before the board a number of times. Stakeholder and school board input has required multiple revisions of the plan until the expenditures were agreed upon and most fairly represents stakeholder input. During that time, stakeholders were given information about the funds, through federal program meetings and planning meetings, as well as school board meetings and other district functions. A survey was published on the website and our Facebook page, as well as putting out a Schoolreach call to stakeholders in the district notifying them to participate. After multiple discussions and meetings with the board and final approval was reached, the plan will be published and posted on the school's website and Facebook page for stakeholders to access. Additional copies will be kept in the office in order to provide the information in alternate formats.

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.

In order to assess and address the impact of lost instructional time, the district has used prior ESSER funding to purchase a district-wide assessment that was already integrated with the elementary math curriculum. The extension of the use of this program allowed for a common language and a way to track progress and/or needs in a more uniform and consistent way from grade-to-grade and building-to-building. This assessment allows for the identification of needs in reading and math, and then provides additional instruction for those particular needs. However, it also allows teachers to intervene when necessary. Using this tool, our district has found the need to include additional support in math, reading, and social and emotional support for our students. In addition, it is clear that we need additional instructional support and staff to provide academic and social/emotional support to our students. Hence, our plan includes adding additional instructional aides to support differentiation during instruction. Math coaches will be provided in each building to screen, diagnose, instruct, and support teachers in differentiation of instruction. Prior federal funds have allowed 16 of our staff to get training in LETRS to more effectively differentiate and instruct students in reading. Our learning support staff has been trained in Lindamood Bell utilizing prior ESSER funds to address deeper reading needs in our district's student population. ARP ESSER funds will help continue that program and help supplement the needs of the teachers in reading with materials needed to implement differentiation. ARP ESSER funding is also allowing our district to prevent furloughs so that we can keep smaller class sizes and keep on-hand the number of staff and support staff that currently exists to continue to provide support to our students. Each building has plans for after-school and summer programs to continue to address the impact of lost instructional time. Plans will address the specific needs of the students using mid-year and end-of-year assessments data and needs are further identified. Summer programs and after-school programs will address the needs of students as assessment and classroom performance information indicate. As attendance is a consistent issue due to quarantines and social/emotional issues, our additional social worker hours and additional counselor will support students' social and emotional needs to continue to encourage students to be academically engaged and attend school consistently. The largest group of students feeling impact of lost instructional time in our district are students from low-income families. This group encompasses a considerable number of students in our district.

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 district plans to use funds to prevent furloughs and loss of staff. This will allow the district to keep class sizes smaller to provide more individual attention to students and allow for more staff availability for differentiation of instruction. Additional instructional aide hours will be implemented, additional social worker hours will be provided, and we are hiring an additional school counselor. In order to offer equity in instructional delivery and improve attendance, the district is purchasing an additional van. This van will be utilized to provide transportation to students who miss buses or need transported to school outside of the regular busing schedule. In addition, several times students and families need transportation due to requiring support from outside agencies for social/emotional needs, medical needs, and/or due to homelessness. This van will enable our district to transport students in these situations.

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)

In the junior/senior high school building, ARP ESSER funds will be utilized to obtain a math coach to help screen, diagnose, instruct, and provide coaching to the math instructional staff as coaching has been shown to help instructors be successful (The GROW Model of Coaching and Mentoring: Goal, Reality, Options, Will). In addition to addressing needs and differentiating during the school day, the high school will be implementing after school and summer school programs. The after-school program focused on mathematics, will be able to fill in learning gaps that students have had since the loss of face-to-face instruction over the last year and a half. The after-school program will operate for four weeks, 4 days per week for 1 hour after school. Currently, only 18% of 7th-grade students and 14% of 8th-grade students are performing at grade level. 89% are performing well below expected levels of achievement in math. Our latest state-mandated testing (PSSA) data showed that these two groups of students demonstrated a proficiency level of 16% for the current 7th-grade, and .5% for our current 8th-grade class. An after-school program that utilizes research-based strategies and instructional practices can help to fill those gaps in the lack of knowledge or skill and bring the proficiency level of these students to a higher level. Success will be measured by increasing student achievement on the mathematics iReady assessment as well as looking at the impact on the proficiency level on 2022 PSSA State Assessments. The summer program will run for three weeks after the conclusion of the regular school year. The program will operate four days per week, 3 hours per day, focusing on the core content areas of Math and ELA. All teaching strategies will utilize research-based approaches and measure the success of the

program through data collection (pre/post). Transportation will be provided to all students. Needs have been determined based upon prior results on PSSA assessments as well as the number of students that struggle to complete core content classes with acceptable average performance (75% or better). Also, to help encourage attendance and academic engagement, as well as addressing the social/emotional needs of the students, the district is adding an additional school counselor and extending the hours of the social worker.

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	1,580,408	20%	316,082

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Student learning will be monitored utilizing local assessments, particularly the iReady assessment in both ELA and math. The iReady assessment is utilized across the grade levels in the district and offers a consistent view of progress, skill, and need for each student in both subject areas. Now that our district has acquired this assessment tool, we are able to identify gaps and address those gaps with the iReady instructional tool during WIN times in the elementary and remediation periods at the high school. Data discussions among grade levels and/or departments will ensure that students' progress is being monitored. ESSER funding will also allow us to address these gaps in learning with after-school programs and our summer programs.
Opportunity to learn measures (see help text)	Our Act 48 committee members will collect data on the need for professional development for teachers and staff utilizing surveys and input collected from the administration, staff, and outside community members; student engagement data will be collected by analyzing grades, attendance, assessment data, and surveys; access to technology data will be collected by surveys and student to computer ratio tracking
Jobs created and retained (by number of FTEs and position type) (see help text)	The LEA can easily collect and analyze data regarding the creation and retention of jobs in the district. Our only job losses have been due to the reduction in student population through attrition. One sixth-grade teacher retired at the end of 2021, however our incoming class was only 42 students, so that supported the decision to keep the grade level at two classrooms rather than three. We moved one teacher out of the classroom, and into a math coach position, so we hired a full-time substitute to replace him in the classroom.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Participation in programs funded by ARP ESSER resources is collected and analyzed during and after the programs have ended. After-school and summer program attendance will be kept, as well as documentation of the selection process. Student groups participating in Math WIN classes with our math coach will be tracked during our grade-level meetings to review data. Students receiving additional support from our social worker, aides,

	Data Collection and Analysis Plan (including plan to disaggregate data)
	and the additional counselor will also be documented.

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

\$1,580,408.00

Allocation

\$1,580,408.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$59,996.00	22-23 Elementary Math Coach Salary
1000 - Instruction	200 - Benefits	\$52,648.00	22-23 Elementary Math Coach Benefits
1000 - Instruction	100 - Salaries	\$144,262.00	Year One - Furlough prevention - salaries
1000 - Instruction	200 - Benefits	\$126,373.00	Year One - Furlough prevention - benefits
1000 - Instruction	100 - Salaries	\$153,438.00	Year Two - Furlough prevention - salaries
1000 - Instruction	200 - Benefits	\$120,246.00	Year Two - Furlough prevention - benefits
1000 - Instruction	500 - Other Purchased Services	\$15,000.00	22-23 School year: ACV Cyber Service - Our cyber service is affiliated with our district and we purchase on a per course basis to offer families an alternative to face-to-face

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Function	Object	Amount	Description
			instruction during COVID-19
1000 - Instruction	500 - Other Purchased Services	\$15,000.00	2023-24 School year: ACV Cyber Service - Our cyber service is affiliated with our district and we purchase on a per course basis to offer families an alternative to face-to-face instruction during COVID-19
1000 - Instruction	600 - Supplies	\$21,700.00	Epson projectors for classrooms - 30 projectors at \$1390.00 each.
1000 - Instruction	600 - Supplies	\$24,740.00	Document cameras for classroom
1000 - Instruction	600 - Supplies	\$10,000.00	2021-22: Remediation supplies, instructional programs, and resources needed to address learning loss of students due to COVID-19
1000 - Instruction	600 - Supplies	\$1,500.00	2023-24: Remediation supplies, instructional programs, and resources needed to address learning loss of students due to COVID-19
1000 - Instruction	600 - Supplies	\$10,476.50	Technology software for the elementary instructors to use for distance learning and

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Function	Object	Amount	Description
			face-to-face instruction
1000 - Instruction	600 - Supplies	\$10,476.50	Technology software for the high school instructors to use for distance learning and face-to-face instruction
1000 - Instruction	600 - Supplies	\$41,275.00	Chromebooks for students to do distance and face-to-face learning
1000 - Instruction	100 - Salaries	\$13,500.00	Salaries for afterschool remediation for 21-22
1000 - Instruction	200 - Benefits	\$6,000.00	Benefits for afterschool remediation for 21-22
1000 - Instruction	500 - Other Purchased Services	\$6,500.00	Student transportation for afterschool remediation for 21-22
1000 - Instruction	100 - Salaries	\$9,500.00	Salaries for afterschool remediation for 22-23
1000 - Instruction	200 - Benefits	\$6,000.00	Benefits for afterschool remediation for 22-23
1000 - Instruction	500 - Other Purchased Services	\$5,500.00	Student transportation for afterschool remediation 22-23
1000 - Instruction	100 - Salaries	\$9,500.00	Salaries for afterschool remediation for 23-24

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$6,000.00	Benefits for teacher for afterschool remediation for 23-24
1000 - Instruction	500 - Other Purchased Services	\$5,500.00	Student transportation for afterschool remediation 23-24
1000 - Instruction	100 - Salaries	\$73,496.00	2022-23 High School Math Coach Salary
1000 - Instruction	200 - Benefits	\$59,007.00	2022-23 High School Math Coach Benefits
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$18,827.00	2021-22 Salary for K-12 Counselor
1000 - Instruction	100 - Salaries	\$8,485.00	21-22 Part time aides to full time aides salaries
1000 - Instruction	100 - Salaries	\$63,053.00	23-24 Elementary Math Coach Salary
1000 - Instruction	200 - Benefits	\$54,954.00	23-24 Elementary Math Coach Benefits
1000 - Instruction	100 - Salaries	\$4,000.00	21-22 Summer remediation salaries
1000 - Instruction	500 - Other Purchased Services	\$5,000.00	21-22 Summer remediation transportation
1000 - Instruction	100 - Salaries	\$16,951.00	22-23 1/2 to full time aides salaries

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,000.00	22-23 Professional development
1000 - Instruction	100 - Salaries	\$4,000.00	22-23 Summer remediation salaries
1000 - Instruction	500 - Other Purchased Services	\$5,000.00	22-23 Summer remediation transportation
1000 - Instruction	100 - Salaries	\$50,746.00	22-23 K-12 Counselor
1000 - Instruction	200 - Benefits	\$32,728.00	22-23 K-12 Counselor
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,000.00	23-24 Professional Development
1000 - Instruction	100 - Salaries	\$4,000.00	23-24 Summer Remediation
1000 - Instruction	500 - Other Purchased Services	\$5,000.00	23-24 Summer School Transportation
1000 - Instruction	200 - Benefits	\$31,253.00	21-22 Part time aides to full time aides benefits
1000 - Instruction	200 - Benefits	\$35,186.00	22-23 Part time aides to full time aides benefits
1000 - Instruction	100 - Salaries	\$74,853.00	23-24 High School Math Coach Salary
1000 - Instruction	200 - Benefits	\$61,460.00	23-24 High School Math Coach Benefits
		\$1,493,130.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,580,408.00

Allocation

\$1,580,408.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	700 - Property	\$41,548.00	Van - used for home visits, student transportation
2600 - Operation and Maintenance	500 - Other Purchased Services	\$24,945.00	Additional HVAC costs to complete the project that was not covered in the ESSER II projection
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$2,000.00	Admin stipends for 21-22 for federal programs coordinator and business manager
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$2,000.00	Admin stipends for 22-23 for federal programs coordinator and business manager
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$2,000.00	Admin stipends for 23-24 for federal programs coordinator and business manager
2100 - SUPPORT SERVICES –	300 - Purchased Professional and	\$14,785.00	22-23 Social worker one extra day per

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Function	Object	Amount	Description
STUDENTS	Technical Services		week
		\$87,278.00	

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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	\$689,780.00	\$591,855.00	\$10,000.00	\$0.00	\$62,500.00	\$120,168.00	\$0.00	\$1,474,303.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$18,827.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,827.00
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	\$14,785.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,785.00
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	\$6,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$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	\$24,945.00	\$0.00	\$0.00	\$24,945.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,548.00	\$41,548.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
	\$714,607.00	\$591,855.00	\$24,785.00	\$0.00	\$87,445.00	\$120,168.00	\$41,548.00	\$1,580,408.00
Approved Indirect Cost/Operational Rate: 0.0258								\$0.00
Final								\$1,580,408.00