

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<p>To begin the 2021-2022 school year, the District's teachers will be tasked with creating diagnostic exams to help measure students' learning loss. Departments and grade levels, particularly in the core-content areas, will focus on creating a baseline assessment rooted in essential, standards-based content that students should have either acquired or mastered by the end of their previous grade in 2020-2021. Teachers will then use this data to inform their instructions for the coming year in an effort to close the learning gap that may or may not be present. Additionally, teachers issue benchmark assignments at specific points throughout the year to measure the effectiveness of their teaching, as well as their students' learning. Teachers will meet regularly within their departments and grade levels to compare data and determine steps necessary to adjust instruction to meet students' needs. Similarly, once the District receives PSSA and Keystone Exam results, departments and grade levels will analyze the data, using the District's data-analysis software, EdInsight. This tool will allow teachers to identify standards and anchors with which students struggled. Again, this will provide an opportunity for teachers adjust their instruction to meet students' academic needs. At the conclusion of the 2020-2021 school year, a number of students and their families were looking for a way to extend learning into the summer, particularly students who struggled academically as a result of the pandemic. Therefore, the District implemented an online instructional program using Edgenuity, while also opening the building 2 days per week for 4 hours each day, so that students could receive direct instructional tutoring from our teachers.</p>
<b>Chronic Absenteeism</b>	<p>Throughout the course of the 2020-2021 school year, it was evident, as a result of attendance data, that virtual students struggled to maintain regular attendance. Most notably, it was evident that, although students logged their attendance--that is, they signed into their Google Classrooms--they struggled to maintain adequate academic progress and engagement. As a result, more students failed classes in 2020-2021 than in previous years. In 2021-2022, the District is committed to refining its focus on monitoring student attendance and intervening when attendance becomes an issue. Specifically, the District has clearly articulated in its student handbooks the procedures for intervening when students begin to display attendance issues: after a third illegal absence, a principal will meet the truant student and his or her family to develop an attendance-improvement plan, that consists of regular monitoring and school-parent communication. As a final effort, the District will cite habitually truant students; however, the District will focus on creating plans that remove the barriers that keep students from maintaining consistent attendance.</p>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Student Engagement</b>	<p>For the most part, students were engaged at a similar level with regard to their participation in extra-curricular activities to they had been engaged in recent years, as evidenced by extra-curricular participation. In fact, even students who participated virtually participated in in-person extra-curricular events. Within the classroom and while learning virtually, however, data (i.e., grades and attendance) suggest that students were less engaged in 2020-2021 than in previous years. More students failed this year than previous years and the attendance rate was lower, particularly for students who participated virtually. Although many virtual students logged their attendance via Google Classroom, their academic engagement was low and, as a result, their resulting grades were lower than they were in previous years. In order to remedy this issue in 2021-2022, the District is refocusing its efforts on revamping its lesson planning and curriculum planning. The District will emphasize lesson plans rooted in Understanding by Design, whereby lessons are designed with end goals in mind. In other words, teachers will craft lessons, driven by the data mentioned in the first textbox, as well as data derived from regular formative assessments, to measure student learning and engagement. Their lessons will focus on specific strategies that engage students in meaningful learning. Moreover, the high school has focused on implementing initial phases of Schoolwide Positive Behavior Support, particularly at the junior high level, by drafting schoolwide positive expectations. The goal with this type of implementation is rooted in the idea that we want to improve our student engagement by creating a positive school culture.</p>
<b>Social-emotional Well-being</b>	<p>In 2020-2021, the District had a difficult time reaching virtual students and, as a result, was unable to fully meet students' social-emotional needs. However, in 2021-2022, the District will commit to re-imagining its implementation of Multi-Tiered Systems of Support (MTSS) across all grade levels. MTSS, in conjunction with PBIS, will provide faculty and staff with avenues through which to better identify and address students' needs, particularly, their social-emotional needs. Currently, MTSS and PBIS are both present within the elementary schools, but they are not being implemented in the high school. The high school has, and will continue to, implement the Student Assistance Program (SAP), but it will make a concerted effort to bring the three programs together cohesively to better understand students' needs and, even more, to meet students' needs.</p>
<b>Other Indicators</b>	

**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.

	<b>Provide specific strategies that were used</b>
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Student Group	or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>During SY 2020-2021, the District's special education teachers went above and beyond to meet special education students' needs. Primary strategies included 1-on-1 Google Meet sessions, which were conducted before, during, and after the school day to provide additional assistance and supports to students. Likewise, teachers will provided tools to call students from home to discuss school-related issues and work to resolve them. Special education teachers worked collaboratively with one another to schedule daily, live sessions with all of their students maintain organization, engagement, and the school-to-home connection.</p>
<p>Students from low-income families</p>	<p>A number of students were without Internet services in 2020-2021. As a result, the District partnered with T Mobile to provide these students with mobile hotspots and Chromebooks.</p>
<p>Students experiencing homelessness</p>	<p>Although the District did not have many students who experienced homelessness during the 2020-2021 school year, there were a few who, because of their particular situations were between homes throughout the school year. Their transient nature made consistent placement within the building difficult. However, because their parents wished to continue in our school district, we accommodated their needs by providing remote instruction when needed. Additionally, these students were able to learn within the building when they were at a home within the District.</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
	<p>COVID-19 caused major panic within the District at the beginning of the 2020-2021 school year. Whether there were concerns that students had to</p>

	Strategy Description
<b>Strategy #1</b>	wear masks, or it was a concern over the virus itself, over 150 students chose to learn remotely. As a result, the District employed a synchronous and asynchronous model of instruction. The District's teacher balanced in-person and virtual instruction throughout the year to meet all students' academic needs. This strategy most impacted students who had health-related concerns (i.e., underlying health issues).

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 and families with legitimate underlying health issues.

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

	<b>Strategy Description</b>
<b>Strategy #2</b>	<p>With regard to meeting students' social emotional needs in 2020-2021, the District's guidance counselors and partnering mental health agencies were able to provide counseling services throughout the year virtually and via in-person means. Through live Google Meets, the District's guidance counselors and psychologists maintained regular meeting schedules with at-risk or struggling students (both in-person and virtual students). Furthermore, the District's SAP and MTSS teams continued to meet during the school year to identify students social-emotional needs and strategies/interventions to meet said needs.</p>

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

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

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities)

eligible under the Individuals with Disabilities Education Act (IDEA))

- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Students experiencing anxiety, particularly as a result of COVID-19

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
Strategy #3	

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

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

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners

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

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



## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

With regard to employing a virtual learning option for students in 2021-2022, the District sought input from parents, students, faculty, staff, and school board regarding how best to meet all students' academic needs. It was difficult for teachers to balance in-person and virtual instruction in 2020-2021, particularly because teachers were expected to conduct both modes of instruction. Through stakeholder feedback, solicited via surveys throughout the year and a Distance Education Committee (comprised of faculty, staff, school board and parents), it was clear that an online option still needs to be available for students in 2021-2022. As a result, the District identified a viable cyber option for students who are still reluctant to return to school as a result of COVID-19. The District explored various cyber options, but it ultimately decided to partner with the Seneca Valley School District to provide a cyber learning option for students who want to remain learning virtually. Of particular concern when selecting a cyber platform was our special education population. Most notably, the District and stakeholder team sought out the Seneca Valley Cyber program because it provides robust, video-based instruction, with live teachers who provide progress monitoring and communication. In summary, the decision to use ESSER funds to continue offering students an online option during the pandemic was the result of many surveys issued during the 2020-2021 school year, as well as a Distance Education Steering Committee's input.

#### **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)**

As previously mentioned, stakeholder feedback was solicited via surveys in 2020-2021. These surveys helped the District identify that there is still a need to offer students with an online learning option during the pandemic in 2021-2022 and likely for years to come. Moreover, the District formed a Distance Education Steering Committee, comprised of faculty, staff, parents, and board members to further refine the District's vision and implementation regarding online teaching and learning. Moving forward, the District will continue to survey parents and students regarding their learning needs so as to employ strategies to meet all students' needs. In the same way, the Distance Education Committee will remain intact so as to take stakeholder feedback and implement solutions to meet their needs.

#### **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 LEA plan has been developed as a result of stakeholder feedback and committee planning. Moreover, all of the initiatives outlined in this planned have been presented to the Board of School Districts. In particular, the District's Health and Safety Plan was approved by the school board on July 19, 2021. Prior to that, stakeholder feedback was solicited via surveys and committee meetings to shape the implementation and delivery of of an online education program.

## **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.

As a result of the pandemic, the District has offered students summer learning and enrichment opportunities by partnering with online content provider, Edgenuity. Students who struggled during the 2020-2021 school year have been eligible, at no cost, to participate in summer learning both virtually and in-person. On Tuesdays and Thursdays, students have been bused to the school, using District transportation, to not only engage virtually with content they failed to acquire during the school year, but also with content-specific teachers, employed by the District. Through small group and one-on-one sessions, teachers have been able to progress monitor students using Edgenuity and provide students with specific feedback regarding their learning deficiencies. Moving forward, as a result of constituent feedback, recognizes that there is still a need to offer remote instruction, particularly to students and their families who are reluctant to return to in-person learning. As a result, through stakeholder feedback and committee planning, the District identified the most viable solution to meeting these students' needs. The District has partnered with the Seneca Valley School District to implement a video-based online learning platform for students. The program is rooted in progress monitoring and regular communication between students and the school. This program will help meet students' needs who have been impacted by COVID, particularly those students with underlying health issues or underlying health issues of close family members. With regard to other evidence-based interventions, the District will begin the process of implementing Multi-Tiered Systems of Support and Schoolwide Positive Behavior Interventions and Support across all grade levels, as opposed to only elementary students. This will be a multi-year effort, as these programs are not currently in place at the high school, but tied directly to students' academic, social, and emotional success. These programs will help the District better implement comprehensive processes through which students' needs can be identified and addressed with research-based interventions within a tiered system of support. In order to assess interventions' impact on student learning, the District will create content-specific assessments to address learning loss. Using that data, instruction will be geared towards addressing students' learning deficiencies.

#### **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 intends to use the balance of the funds towards Facilities Improvements. Over the past five years, the District has completed a feasibility study, and solicited the input of stakeholders as it evaluated the needs of the District both fiscally and academically. Ultimately, the decision has been made, through an Act 34 hearing, and other public meetings, that the District shall close Sugarcreek Elementary School, and renovate and consolidate into Chicora Elementary School. The facilities of the District have not been renovated for a significant period of time, and are in need of an update to bring them to current standards. This will also assist in improving the well-being of students through a means of cleaner facilities, improved air-flow and a more efficient use of staff and support staff to maintain the facility. When updated, the instructional spaces will be designed to permit maximum appropriate physical distancing, there will be appropriate signage integrated to remind all in attendance of the health expectations, and classrooms will be placed maintaining grade levels close to one another, to restrict the need for significant grade level transfer amongst the school building. Individual classrooms are also being designed to be in compliance with capacity events for given spaces.

**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)**

NA

**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)
<b>20 Percent Reservation</b>	1,889,375	20%	377,875

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<p><b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b></p>	<p>As previously mentioned, the District's teacher will create grade-level and content-specific assessments at the beginning of the year to garner a baseline of potential learning loss. These assessments will be rooted in standard-specific content, appropriate for the students' previous year's grade level. The teachers will craft these assessments by identifying the most essential standards-based content students should have acquired and/or mastered in the previous year. After issuing the beginning-of-year assessment, departments and grade levels will meet to analyze student test data, and identify instructional strategies and lesson plans to address learning deficiencies. Benchmark assessments, crafted in the same way, will be created for regular implementation throughout the year; these assessments will be used to measure the effectiveness of teachers' instruction on student learning. In other words, teachers will adapt instruction to meet students' needs based on the data elicited from these tests as well as data solicited from regular formative assessments throughout the year. Data can be disaggregated specifically between regular education and special education population, and regular education and special education teachers can collaborate to further identify students' learning needs.</p>
<p><b>Opportunity to learn measures (see help text)</b></p>	<p>The District employs the PAYS survey to solicit student feedback regarding many things, such as student engagement. This data can be used to identify barriers that diminish their engagement. In 2020-2021, numerous surveys were sent to the District's constituents to understand their technology needs. Parents and families were surveyed numerous times to understand how best to equip them with technology and Internet-related tools. Similar surveys will be issued in 2021-2022 to continually improve students' level of connectedness to academic materials. In the same way, faculty and staff were surveyed on their professional development needs and, as a result, the District has planned professional development to meet teachers' needs. With specific regard to their technology integration, a Google Classroom dedicated to professional development, is available for all faculty and staff to improve their teaching capacity. Likewise, the use of</p>

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**Agency: Karns City Area SD**  
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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	PDE S.A.S. is also available for regular use.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	N/A
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Throughout the summer of 2021, elementary and high school students have been provided with the opportunity to participate in a summer learning program in partnership with Edgenuity, an online content provider. In addition to their online work, students have been able to meet with content-specific teachers on Tuesdays and Thursdays for specific tutoring assistance. In 2021-2022, the District will use ARP ESSER funds to implement a comprehensive remote learning model for all students who wish to participate. This video-based program is a partnership with the Seneca Valley School District.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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



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



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



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



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



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



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

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

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



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



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



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



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



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



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



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

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,889,375.00

**Allocation**

\$1,889,375.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$360,875.00	The District will partner with the Seneca Valley School District to provide a video-based, online learning option for students reluctant to return to school as a result of the pandemic. This program will also be used for enrichment and supplemental programs for students to accelerate their learning. In addition to in-school tutoring, the program will also be used for remedial programming that can help students work at their own pace, with input from live, in-person tutors, to overcome learning loss. The District has also been operating the same program, with Edgenuity, over the summer, in an effort to help students

**Project #: 223-21-0209**  
**Agency: Karns City Area SD**  
**AUN: 104103603**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
			<p>who struggled academically during the school year. Students who signed up for summer classes have had the opportunity to take classes online, via Edgenuity's video-based program, in addition to receiving small group and individualized tutoring on Tuesdays and Thursdays, should they choose to attend.</p>
		<b>\$360,875.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,889,375.00

**Allocation**

\$1,889,375.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,511,500.00	Costs associated with the Chicora Elementary renovation/consolidation project.
2200 - Staff Support Services	200 - Benefits	\$17,000.00	The District will begin implementing a K-12 Multi-Tiered Systems of Support Program. This will require professional development of staff to integrate.
		<b>\$1,528,500.00</b>	

**Project #: 223-21-0209**  
**Agency: Karns City Area SD**  
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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$360,875.00	\$0.00	\$360,875.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$17,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,000.00



**Project #: 223-21-0209  
Agency: Karns City Area SD  
AUN: 104103603  
Grant Content Report  
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,511,500.00	\$1,511,500.00
	<b>\$0.00</b>	<b>\$17,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$360,875.00</b>	<b>\$1,511,500.00</b>	<b>\$1,889,375.00</b>

**Project #: 223-21-0209**  
**Agency: Karns City Area SD**  
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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,889,375.00