

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	SSSD has been relying on, and will continue to rely on teacher, student, and parent input to identify areas of concern due to lost instructional time. Student performance data is being analyzed by staff and administration to identify weaknesses created by the interruption of instructional time. Systemic changes have been made in preparation for virtual days where in-person instruction cannot take place. Policies have been adjusted, procedures have been created, and training with our staff and students continues to be implemented to adjust to the time lost in instruction.
Chronic Absenteeism	Attendance and absenteeism is, and has been monitored daily whether instruction occurs in-person or virtually. When in-person, normal attendance monitoring occurs and while providing instruction virtually, students are required to login during each class period for classroom attendance.
Student Engagement	Student engagement is monitored directly by our teachers, paraprofessionals, and administrators. Regardless of the interruptions created by social distancing and mitigation efforts, students have been encouraged to participate in virtual chat groups, distanced classroom discussions, and to continue to complete individual assignments in-person or virtually. When students are identified as not being engaged educationally, socially, or emotionally, they are referred to our Student Assistance Program (SAP) where they will be evaluated and referred to the school counselor.
Social-emotional Well-being	Social-emotional well-being is monitored daily by staff and administration. Similar to student engagement, our Student Assistance Team communicates weekly with our teaching staff, seeking assistance in identifying any concerning behaviors such as grades dropping, withdrawn communication from peers, excessive tiredness/sleeping in class, behavior outbursts, etc. As students are identified with any of these behaviors, our SAP Team and school counselor intervene and communicate with the student and parents.
Other Indicators	Physical Well-Being: SSSD monitors student's academic performance, personal interaction and engagement, social-emotional well-being as well as physical well-being. From March 2020-June 2020, meal distribution programs were created to provide breakfast and lunch meals to students for six days/week. A drive-in distribution system was created so community members could pick-up meals two days/week (multiple meals each day). During the closure from March 2020-June 2020, our health and physical education teacher taught lessons virtually that engaged students in

Methods Used to Understand Each Type of Impact	
	physical exercise and activities within their home. Once we returned to in-person instruction, traditional physical education lessons resumed.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>With a pre K – 12 student enrollment of 275, housed in one building, SSSD does not have any subgroups of students other than Socio-economic/lower income. We are not diverse racially, ethnically, religiously, or otherwise. We did not have to differentiate between “student groups” and are able to address all students equally. However, we will identify three groups: Socio-Economic/Lower Income Students, Socially/Emotionally Challenged Students, Students who suffered loss of loved one’s due to the pandemic.</p> <p>Socio-Economic/Lower Income:1. All students were provided a Chromebook in a one-to-one virtual learning initiative so all students had access to remote/in-person instruction through the use of technology. For those who did not have internet available, a hot-spot was added to the parking lot of the school building where students could travel to get internet service. 2. Online instruction format – SSSD purchased Schoology as an online instruction tool to allow students to participate in direct instruction synchronously and asynchronously. 3. Training was provided to teachers and students on how to use Schoology and other online resources reliably. Not only are these resources used for virtual instruction, they are used daily during in-person instruction so they remain familiar with the format and are not challenged in the future with closures.</p>
	With a pre K – 12 student enrollment of 275,

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>housed in one building, SSSD does not have any subgroups of students other than Socio-economic/lower income. We are not diverse racially, ethnically, religiously, or otherwise. We did not have to differentiate between “student groups” and are able to address all students equally. However, we will identify three groups: Socio-Economic/Lower Income Students, Socially/Emotionally Challenged Students, Students who suffered loss of loved one’s due to the pandemic.Socially/Emotionally Challenged Students:1. The Student Assistance Program communicated closely with teachers, staff members, and the school counselor to share any concerning behaviors or emotional outbreaks of students who were struggling with masking, mitigation efforts, fear of contracting COVID-19, etc. The school counselor, along with Somerset County mental health professionals worked with student individually and in small groups to address these concerns.</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>With a pre K – 12 student enrollment of 275, housed in one building, SSSD does not have any subgroups of students other than Socio-economic/lower income. We are not diverse racially, ethnically, religiously, or otherwise. We did not have to differentiate between “student groups” and are able to address all students equally. However, we will identify three groups: Socio-Economic/Lower Income Students, Socially/Emotionally Challenged Students, Students who suffered loss of loved one’s due to the pandemic.Students Who Suffered Loss:1. Fortunately, no SSSD students passed away or were hospitalized with COVID-19. However, several students lost parents, grandparents, aunts/uncles, etc. Our school counselor and SAP team worked diligently with students who suffered loss within their family. Student groups conducted fund-raisers to assist students whose family may have been devastated financially. Somerset County mental health agencies were</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	made available to students for support.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	Academic NeedsImplementation of the One-to-One Chromebook initiative so students can participate in instruction regardless of the circumstances has benefited our district the most throughout the pandemic. Whether in-person or remote, our students can be instructed directly by our teachers who have been trained in virtual instruction techniques. The ability to transform traditional lesson plans into virtual lessons, along with Zoom and other interactive capabilities has decreased the severity of learning loss within our district.

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.

Socio-Economic/Lower Income; Socially/Emotionally Challenged Students; Students Who Suffered Loss

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Social-emotional Needs Face-to-face interaction with community members, students and staff has helped lessen the severity of social emotional needs within our district. Being and extremely small, rural school district where parents stop in to speak to administration personally more than reaching out through emails and telephone, we have had the unique opportunity to communicate effectively and directly to our students and parents. Directed by our school counselor, our administration, teachers, secretarial staff, and others, have been able to monitor and address social-emotional needs in-person and directly.

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.

Socio-Economic/Lower Income; Socially/Emotionally Challenged Students; Students Who Suffered Loss

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

Other impact

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The LEA has used parents, school board directors, all four (4) District Administrators, teachers and union representation to help identify, review and approve the use of ARP ESSER Funds. Public input will be solicited throughout the term of the ARP/ESSER funding to identify new concerns and potential funding changes.

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)**

Stakeholder input to date has help implement ARP ESSER plans being submitted as part of this application. Further public input will be periodically solicited to help monitor the progress and identify any changed needed to the ARP ESSER plan throughout the life of the funding when the initial plan is publicly posted for review.

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)**

Project #: 223-21-0381
Agency: Shanksville-Stonycreek SD
AUN: 108567404
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Once the initial ARP/ESSER plan is approved, a public version of the plans and budgeted expenses will be provided to the public via our district website at www.sssd.com. A District email address and phone number will be provided for public comment, suggestions and questions during the term of the ARP/ESSER Funding. Given this is a multi-year funding project, public input will be solicited throughout the project to identify new concerns and new considerations for use of funds.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The LEA plans to use far more than 20% of its ARP/ESSER funds to address the subject of Learning Loss for all of our 280 Pre-K to Grade 12 students through multiple solutions. The LEA started a Summer Camp program in the Summer of 2021 and plans to continue the program with ARP/ESSER funding through the Summer of 2023. The LEA has also brought back the Intervention Specialist position to the District. Their role is to review standardized test results and work with classroom teachers in identifying students who will benefit from additional tutoring support during the school day. After School Homework Support will provide additional homework support for all students identified as struggling by classroom teachers, parents or student assistance program teams. It is the LEA's goal to continue this program beyond the ARP-ESSER funding timeline as well any of the other programs as long funding is available to sustain these programs.

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.

Mitigation Strategies include ensuring smaller class sizes in the elementary grade levels to provide proper social distancing measures and provide smaller class sizes for more effective in-person learning. Technology upgrades will continue throughout the funding timeline to ensure quality technological resources for both teachers and students moving beyond the COVID pandemic. Air quality is one more preventative issue that the District wants to address to ensure as much in-person learning as possible moving forward. The 20+ year old air handling equipment is becoming harder to service and keep running effectively as replacement parts are being discontinued and harder to find.

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)

N/A

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	1,116,120	20%	223,224

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	The implementation of Learning Management System and 1:1 device program has enhanced the academic learning process. Teachers are incorporating the LMS as part of their in-person learning in the classroom to help the students utilize the systems in place for remote learning on a daily basis so that virtual/remote learning is as productive as the in-person classroom. Smaller class sizes allow for more individualized learning between student and teacher to help students keep up-to-date academically.
Opportunity to learn measures (see help text)	SSSD monitors student academic progress/regression daily. Administration and teachers meet regularly when academic or emotional concerns arise. We disaggregate student information individually, by individual courses, and by grade level. Our team, which consists of the superintendent, pre k-12 principal, business manager, school counselor, technology/curriculum coordinator, maintenance director, and food service coordinator speak to each other literally on a daily basis due to our small size. We are able to share concerns, address needs, plan improvements, and communicate efficiently to develop immediate solutions, when possible. SSSD offers its own cyber education program that we refer to as the Blended Opportunities Cyber program. Through involvement with a third-party vendor, we monitor our in-house cyber students in a similar fashion. As mentioned earlier, being a sub-500 school district, we monitor student performance daily and have not experienced significant loss of learning due to prompt and swift action and proactive planning. During the 2020-21 school year, we only had 14 virtual learning days. The remainder of the school year, we were in-person. During the current 2021-22 school year, we have only had to go virtual two school days with the remainder being in-person instruction. During the 2019-2020 school year, SSSD was prepared in advance for the unprecedented closure on March 13. Paying attention to the pandemic in eastern PA and watching it move west, we directed our teachers to prepare two weeks of review and enrichment packets to be ready for the unforeseen closure. When the March 13 closure happened,

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>it gave our teaching staff two weeks of time to continue preparing more paper packets for students. We developed a school-work distribution system where the community could pick up new learning packets every two weeks, along with weekly meal kits. Meanwhile, our technology department scavenged our mobile laptop carts and electronic devices were made available to any student who did not have availability to a computer at home. We used the same distribution system to provide laptops to students. Under the direction of virtual staff meetings, our technology coordinator trained our staff in the use of Zoom and other electronic resources to enhance the academic rigor that had to take place during the shut-down. With much work, strategic planning, and sacrifice, our students had very little interruption during the pandemic, mostly, if not only, due to our extremely small student enrollment. Regardless of our minimal challenges as compared to most school districts throughout the Commonwealth of PA, we are constantly planning, implementing, evaluating, and updating our academic plans, instructional strategies, mental health programs, and extra-curricular opportunities in an effort to minimize learning loss and maximize learning potential.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>SSSD was efficiently staffed when the pandemic hit in March 2020. Through ESSER funding, we were able to create an intervention teaching position and add three classroom teachers in our elementary grades to reduce class size enabling us to address any learning loss experienced during the pandemic. Additional custodial staff was added and retained for sanitization and mitigation efforts.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>Intervention - providing additional tutoring and support during the school day for identified students After-School Expanded Program - after school homework support for identified students Summer Learning Camp - for students wanting to continue the academic leaning process in the summer COVID Mitigation - Continued efforts to provide a safe learning enviroment for in-person learning since the start of the 2020-21 school through today 1:1 Electronic Devices - provide every student wth a district-provided electronic device instead of shared devices for COVID Mitigation and provide the abillity for every student to participate in virtual learning in-person in the classroom and onine during remote learning time periods.</p>

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

\$1,116,120.00

Allocation

\$1,116,120.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$237,000.00	2.0 FTE Elementary Teachers to ensure 2 classrooms per grade level for smaller class sizes and proper mitigation
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$119,220.00	Benefits for 2.0 FTE Elementary Teachers to ensure 2 classrooms per grade level for smaller class sizes and proper mitigation
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$114,000.00	District-provided summer camps for four (4) summers of grant cycle. 8 or more teachers for three-week period each summer (Learning Loss)

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$20,000.00	FICA and 1/2 PSERS for teachers participating in each summer camp. (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	Homework Support After-School Program for all students with 1 teacher and at least 3 paraprofessionals (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,000.00	FICA and 1/2 PSERS for employees in Homework Support After-School Program (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$143,000.00	1.0 FTE Intervention Teacher to provide additional support during the school day for students struggling with state standardized testing or classroom teacher-identified (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$85,000.00	Benefits for 1.0 FTE Intervention Specialist (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,400.00	Classroom Supplies for Summer Camps (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	\$1,000.00	Intervention Specialist Classroom Supplies

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Function	Object	Amount	Description
SECONDARY			
		\$750,620.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,116,120.00

Allocation

\$1,116,120.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$15,500.00	LMS subscription fees to properly provide remote instruction during any necessary shut downs of in-person learning.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$350,000.00	Air Quality Improvement Project to continue and improve COVID-19 mitigation efforts
		\$365,500.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$514,000.00	\$228,220.00	\$0.00	\$0.00	\$0.00	\$8,400.00	\$0.00	\$750,620.00
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	\$0.00	\$0.00	\$15,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,500.00

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$350,000.00	\$350,000.00

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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
	\$514,000.00	\$228,220.00	\$15,500.00	\$0.00	\$0.00	\$8,400.00	\$350,000.00	\$1,116,120.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,116,120.00