

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	The academic plan for the 21-22 school year will be utilizing the PDE-published resources associated with accelerating the growth for all students. This will align with the MTSS framework for our district, providing additional resources for teachers to formatively assess students on a more frequent basis, analyze the data derived from this process, and then prepare interventions (classroom as well as specialist-based) to support each learner. While data was gathered through a variety of sources during 20-21, diagnostic tools such as CDT, Exact Path and Aimsweb will provide greater clarity to identify needs and associated interventions as students return to school in the fall.
Chronic Absenteeism	Student absence data was examined regularly by each school's administrative team, as well as through referral by teachers and counselors, to meet the needs of students who were not attending school in-person or virtually. Home visits and supports were done by a variety of administrators and personnel within the district. For 21-22, those students who have already demonstrated chronic absenteeism have been identified. Additional needs identified during the year will be addressed through each building's response team, counselors and administration.
Student Engagement	Student engagement during the 20-21 school year was considered as attendance and participation in class (if in-person) or through virtual participation and work submission (if learning remotely). Students participated actively in learning experiences at a variety of levels and there was significant anecdotal information shared by teachers that as students continued to transition back to in-person learning their participation and engagement rose compared to when learning remotely. With a full return to in-person learning scheduled for the fall of 2021, engagement will be an area of emphasis, accompanied by teachers working to build relationships with students and creating a welcoming and safe environment for their return.
Social-emotional Well-being	Similar to the goals associated with student engagement, we are planning to emphasize the need for our teachers to engage in active relationship building with our students and their caregivers. Further, additional counseling staff and services have been budgeted to decrease some of our counseling loads to best respond to needs from our students as they come forward. Resources are also being examined to provide more ongoing data and feedback regarding each student's social-emotional health, with this data being used by the counseling and administrative teams to respond to needs through our MTSS framework in tandem with our academic supports. For our older students, guest speakers are being identified who can speak to the mental health needs that they may be experiencing, with appropriate

	Methods Used to Understand Each Type of Impact
	community engagement and presentations to support our parents and caregivers as well as they work to support their students in the home.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities were phased back to in-person learning more quickly, with some students attending in-person for the majority of the year. Data from progress monitoring as well as attendance data was used to determine areas of ongoing need or new areas to be addressed by the IEP team. For those students who were not able to fully access all of the services needed for success, compensatory services have been made available during the school year as well as through our ESY program. Progress monitoring will continue to be used throughout 21-22 with the MTSS framework for academics and behavior providing additional information about students who may need evaluation or support.
English learners	English learners were phased back to in-person learning more quickly. Data from progress monitoring as well as attendance data was used to determine areas of ongoing need or new areas to be addressed by classroom teachers or our ESL teachers. In addition to supports provided directly during the school day, we employed software applications to translate information more accurately and quickly and hosted multiple evening events for parents of English learners to answer questions and address concerns, particularly at times when feedback was needed for decision-making or when significant changes were being made in the instructional model or in the delivery of services. Progress monitoring will continue to be used throughout 21-22 with the MTSS framework for academics and behavior

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	providing additional information about students who may need support.
Students from low-income families	Data from students from low-income families was gathered through a community survey, analysis of usage patterns and direct contact by school personnel. Once identified, students received appropriate technology to engage with the daily instruction, including chromebooks and hot spots. Student access and engagement was monitored anecdotally by classroom teachers, providing updates and information to the counseling team or an assigned administrator if a student became disengaged or otherwise stopped interacting through the technology. This then served as a catalyst for outreach to determine if access or situations had changed that needed to be responded to. Finally, as with all students in the district, meals were available for pickup for all families throughout the pandemic in an effort to minimize difficulty and hardship for students and households.

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	Based on data gathered from caregivers in the spring of 2020, AGSD committed to providing a more robust learning experience for students through the launch of the Avon Grove Online Academy for the 20-21 school year. This was done to engage students more consistently and deeply with their classmates, teachers and other personnel, to meet the diverse needs of each of our learners through the variety of services and supports they needed, as well as to create greater consistency across classrooms and curricula to best meet the course requirements as established. To do this, 7 learning modules were created for all teachers to complete as a support for their progression into online learning and the processes needed to effectively plan for this modality. Additionally, each course offered in AGSD that was taught by more than 1 teacher was fortified by a master course builder through our LMS, using this to create clarity of learning expectations

	Strategy Description
	and allow teachers to use their time to focus on the individual needs of students in their classes rather than all teachers creating these experiences separately. The monitoring of this work was shared by administrators and instructional specialists to provide feedback for enhancement as well as respond to questions or issues as they arose throughout the process.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	<p>An administrator was placed on special assignment for the 2020-21 school year and a portion of the 2021-22 school year to enhance community outreach and interaction, specifically aimed at our Latinx population and homes where the primary language is Spanish. To meet the social-emotional needs of this target group, AGSD employed a number of tactics that included monthly evening meetings hosted in Spanish, home visits to students who were struggling to engage through the online environment or once in-person instruction returned, and training staff on the use of Talking Points to support interaction between school staff and caregivers, among other processes. Although these processes were used for all students, there was special emphasis on the approximately 20% of our students who met the characteristic above. The social-emotional connections that were desired through these strategies were intended to enhance the interaction and engagement of students through the development of relationships and awareness of needs that would not otherwise be as productive without this work. Further, by addressing the potential language and cultural gaps that may exist, AGSD became aware of issues and concerns that otherwise may not have been visible, better responding to the needs of our students in an effort for them to feel accepted, connected and valued.</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.

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 AGSD utilized a combination of community feedback forms as well as focus groups to gather input from stakeholders to influence the planning for 20-21. The first feedback form occurred at the conclusion of the 19-20 school year, focus groups occurred at the end of June 2020, and then community input was gathered after the first month of the 20-21 school year to gauge the adjustments made and areas of further need. Additionally, weekly public meetings occurred and were facilitated by our superintendent, sharing plans and information throughout the year regarding district plans and responses to the pandemic. Public comment was converted to an online form so that any member of the community could provide their ideas, with all transcripts of these public comments read to the community at-large (for the maximum allotment of 30 minutes per public meeting) and then shared with each board member consistent with Sunshine Laws. The plan for the 21-22 school year is based on the PDE Accelerating Growth published resources and materials and was shared at a public meeting in May 2021 and is available through the AGSD website. Moving forward AGSD will continue to gather evidence of community needs through stakeholder feedback forms and focus groups that will be conducted throughout 21-22 as connected to the AGSD comprehensive planning process as well as the submission of the special education plan, both due for submission in March, 2022.

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 described above, the AGSD plan evolved from the ongoing public comment and interaction between our administrators, teachers and board members and the roadmap for reopening schools provided by PDE. By aligning these components, along with the evidence of learning that

was collected through local and vendor-based assessments, the decision to focus on accelerating growth for students through the structure of our MTSS framework was determined to be the best means to attack each student's interrupted learning as well as infuse the ARP ESSER Funds into our existing structures to maximize impact. Similar to the 20-21 school year, stakeholder input in 21-22 will be gathered through multiple means and will be used by our building and district administrators to monitor the effectiveness of the plan, with adjustments made as needed based on the evidence of learning gathered through multiple means.

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 presentation through which the LEA plan for 21-22 was described is publicly available through our website. In addition, the ARP ESSER grant application will be posted publicly on the District's website, along with an infographic that concisely summarizes the Accelerated Learning Plan and the planned uses of both the ESSER II and ESSER III 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.

AGSD will use a multi-tiered system of scaffolded supports (MTSS) to provide evidence-based academic, behavioral, social, and emotional supports for each student. AGSD will accelerate student growth through high-quality academics (HQA), supportive learning environments (SLE) and healthy system conditions (HSC) that include: PA standards-alignment; high-quality core instruction; universal screening; shared ownership; data-based decision making; and responsiveness to intervention. A Focus on HQA will utilize data so every student has access to the instructional strategies, resources, and supports to succeed. Success indicators will include formative and summative assessments, progress monitoring, curricular progress, alignment to pacing guides and unit plans. AGSD will deepen learning opportunities for staff, increase student learning through individual and small group instruction and intervention, gather evidence of needs through ongoing assessment, expand building teams to analyze data, share progress regularly with guardians, provide all students access to the core instructional program, accelerate learning through universal supports, implement class-wide interventions and supports, systemically address strategic and intensive supports, and meet the needs of gifted learners. Fostering SLEs will place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff as they mentally and socially recover. Success indicators will include student attendance, discipline referrals, referrals for testing and support, and mental health indicators. AGSD will provide aligned social, emotional and behavioral supports for students to promote a healthy learning environment; focus on well-being, connection, and supports for all students; communicate the importance of relationship building to address student academic, social, and emotional well-being; identify supports available for staff social and emotional well-being; and ensure supports are in place to support students with significant learning and behavioral needs. AGSD will create HSCs by engaging our stakeholders to fully understand our needs and then create conditions to accelerate learning for all. Success indicators will include hiring and retention data, student access and connectivity to the internet, fixing technology issues for students or staff, professional learning for all staff, maximizing academic time, and community participation (focus groups, feedback forms, scheduled meetings, etc.). AG will meet the needs of students and families to fully access learning, provide internet access for learning where it is lacking or substandard, recruit, assign, and develop staff to meet student needs, prioritize student and staff well-being in daily schedules and monitor continuous improvement in all subsystems and structures.

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.

Avon Grove will continue to examine the recommendations and guidelines of state and national agencies to layer mitigation strategies as practicable. Should the need exist to pivot to a delivery model that does not include full in-person instruction, the access and organization of learning will provide for all students, regardless of learning needs, to access and engage in our educational program. Supports for students, including nutrition and food services, will be provided through our food services division with food available during the day for all students and accommodations possible for students experiencing short-term interruptions to in-person learning.

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	3,585,361	20%	717,072

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	Evidence of student learning will be gathered in an ongoing basis through local and vendor-based assessment systems. These will be primarily focused on formative assessments as a means to respond to student needs in a timely and efficient manner, while also maintaining the flexibility necessary to respond to student needs as they arise. Examples of assessment systems will include CDT data, Exact Path, enVision, and Aimsweb, as well as data gathered through counselors, mental health professionals and psychologists to support decision-making for the social-emotional and mental health of individual students. Attendance and disciplinary data will be tracked, with those who experienced the greatest decrease in engagement being an emphasis for this data early in the year. Analysis will be conducted at a building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
Opportunity to learn measures (see help text)	Student connectivity and hot spot usage, parental access statistics to our LMS and gradebook portals, completion of mandatory and optional trainings for teachers and staff and feedback form data review and analysis. Analysis will be conducted at a building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
Jobs created and retained (by number of FTEs and position type) (see help text)	Positions and FTEs are tracked based on the cumulative number of Board-approved positions created and eliminated over time. The size of the District (approximately 539 individuals, both full-time and part-time) allows the tracking of positions to be relatively straightforward through a combination of the District's personnel management software and subsidiary manual ledgers. Positions that are created with the use of ESSER funds, and the terms of those positions, are tracked in the same manner, and are reported as ESSER-funded in the minutes to the Board of Directors meetings when they are approved.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The plan for the 21-22 and 22-23 school years is to leverage the majority of resources during the school day to provide a greater network of supports for students and teachers to most quickly accelerate growth. Other funding sources (such as the ARP 7% Set Aside grant) will be used to host afterschool and summer school programs.

	Data Collection and Analysis Plan (including plan to disaggregate data)
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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

\$3,587,912.00

Allocation

\$3,587,912.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,689,273.43	Salaries for reading and math specialists (spread over two fiscal years) integrated into the District's Accelerated Learning program to support all instructional building teams. These specialists will supplement the District's current roster of specialists to significantly increase the available resources for students to accelerate growth.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,065,270.48	Fringe benefits and payroll taxes for reading and math specialists (spread over two fiscal years) integrated into the District's Accelerated Learning program to support all instructional building teams. These specialists will supplement the

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Function	Object	Amount	Description
			District's current roster of specialists to significantly increase the available resources for students to accelerate growth.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,905.04	Partial salary (split funded with Title III) for an additional ELL teacher at the elementary school level to assist ELL students whose language development skills were particularly impacted by the pandemic shutdown.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,070.63	Fringe benefits and payroll taxes (split funded with Title III) for an additional ELL teacher at the elementary school level to assist ELL students whose language development skills were particularly impacted by the pandemic shutdown.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$110,144.93	Wages paid to classroom paraprofessionals and aides in excess of their normally-contracted hours to expand available resources to students and facilitate small-group instruction. 4.5 FTEs will be added to the District's total instructional staff by increasing hours for a core group of current

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Function	Object	Amount	Description
			part-time staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$48,510.96	Fringe benefits and payroll taxes paid to classroom paraprofessionals and aides in excess of their normally-contracted hours to expand available resources to students and facilitate small-group instruction. 4.5 FTEs will be added to the District's total instructional staff by increasing hours for a core group of current part-time staff.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$410,000.00	Three behavioral support counselors will be contracted through the District's local intermediate unit to provide mental and behavioral health support services to students, particularly those with specialized needs. In addition, the current half-time Board Certified Behavior Analyst contracted through the intermediate unit will be increased to full-time to provide additional mental and behavioral health services to students.
			Stipends for teachers to remain in school after the contracted school day to supervise students who

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,500.00	are held at school by a delayed bus run. The pandemic has created a significant bus driver shortage that sometimes results in the need for a single bus to run multiple bus routes due to the lack of drivers. Students must be supervised during these times while they await a bus to be available to take them home.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,092.25	Fringe benefits and payroll taxes on stipends paid to teachers to remain in school after the contracted school day to supervise students who are held at school by a delayed bus run. The pandemic has created a significant bus driver shortage that sometimes results in the need for a single bus to run multiple bus routes due to the lack of drivers. Students must be supervised during these times while they await a bus to be available to take them home.
		\$3,346,767.72	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,587,912.00

Allocation

\$3,587,912.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$233,253.71	A full-time psychologist will be contracted through the local intermediate unit to supplement the District's current roster of psychologists and provide additional mental health supports to students.
2200 - Staff Support Services	100 - Salaries	\$5,508.00	Stipends for PBIS teams and professional learning communities to meet after the contracted school day to discuss student behaviors after returning to the classroom from the pandemic shutdown, collaborate to identify strategies to mitigate those issues, and work through other pandemic-related issues.
			Payroll taxes and fringe

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Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$2,382.57	benefits on stipends paid for PBIS teams and professional learning communities to meet after the contracted school day to discuss student behaviors after returning to the classroom from the pandemic shutdown, collaborate to identify strategies to mitigate those issues, and work through other pandemic-related issues.
		\$241,144.28	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,815,823.40	\$1,120,944.32	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,936,767.72
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$410,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$410,000.00
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	\$233,253.71	\$0.00	\$0.00	\$0.00	\$0.00	\$233,253.71
2200 Staff Support Services	\$5,508.00	\$2,382.57	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,890.57

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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
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	\$0.00	\$0.00
	\$1,821,331.40	\$1,123,326.89	\$643,253.71	\$0.00	\$0.00	\$0.00	\$0.00	\$3,587,912.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$3,587,912.00