

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	2020-2021: CVSD implemented the annual assessment calendar and conducted school level data reviews with grade level teams and teachers in order to identify and measure impact of the pandemic on academics. CVSD was able to remain fully in-person during the past school year, and this had a significant effect on minimizing the academic impact from COVID. Based on the data meetings and scheduled assessments (Fall, Winter, Spring), school level RtII Coordinators were able to immediately establish interventions for students in need. 2021-2022: This same process/cycle was implemented to start the school year, and, as a result, we are seeing gains in our beginning-of-year assessment data. In addition to the assessment cycle, teacher feedback and monitoring have been an important part of this plan.
<b>Chronic Absenteeism</b>	School level Student Assistance Program (SAP) teams meeting monthly to review critical data sets in this area. In addition, district level administrators review chronic absenteeism data with building principals quarterly to determine any areas of concerns/patterns that need to be addressed from the district and/or school level. As stated previously, the effect of offering in-person instruction to 80% or more of our students over the past 18 months has led to minimal impact in this area.
<b>Student Engagement</b>	Student engagement for in-person instruction is measured through the use of our formative assessments and learning software (Schoology assignment completion, etc.). For the 2021-2022 school year, over 98% of our students are participating in person at their schools. The remaining students are enrolled in the Conestoga Valley Virtual Academy (CVVA), where student engagement has been measured through monitoring completion of asynchronous assignments, course completion, and grades in virtual courses. In addition, engagement is monitored through synchronous learning sessions with a learning facilitator scheduled multiple times per week. The most significant need CVSD has identified in this area is accelerating learning for approximately 5% of our students who were CVVA learners in the 20-21 school year and have not shown attainment of grade level expectations due to limited engagement in the previous school year. School teams are utilizing the process outlined in the “academic impact” section to address these needs.
	The impact of COVID-19 on students’ social-emotional well-being has been identified through parent, teacher, and administrator interactions and reporting. As Student Assistance Teams and MTSS-Behavior Teams convene at the school level, the teams are identifying a significant number

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Social-emotional Well-being</b>	of students who need additional supports and interventions in this area. As such, ESSER II and ARP ESSER funding has been targeted to developing a more robust Tiered Resource Map to intentionally assess the social-emotional needs of our students and staff. Universal screeners, additional mental health support services, and increasing the professional learning for staff in this area have been identified as high priority areas for this funding.
<b>Other Indicators</b>	The other main indicator that CVSD is analyzing to determine impact is in the area of credit completion and, subsequently, graduation rate. Our secondary team is reviewing the marking period grades of students in order to determine who needs additional support through the afterschool program - Learning Lab - model. The Learning Lab is targeted at providing high-dosage tutoring directly connected to student coursework in order to increase student success in courses and ensure credit completion to remain on track to graduate with their cohort.

### Documenting Disproportionate Impacts

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	Provide 1:1 devices to ensure equitable access to learning. Ensure Tier I/Core instructional resources are evidence-based, centered on personalized learning opportunities, and meet equity audit criteria for use in classrooms.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students with mental health/social-emotional needs - Utilize a K-12 screener to determine which students may need additional supports. Provide professional learning to staff in recognizing and reporting student social-emotional needs.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Comprehensive Plan Equity Action Team - Analyze data by subgroup in high priority indicators of impact in order to determine academic/opportunity gaps that need to be addressed.

**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
<b>Strategy #1</b>	Focus on High Quality Academics: CVSD is conducting an MTSS audit with the assistance of PaTTAN consultants. The audit has helped the district determine the need for core instructional resources that are evidence-based, aligned to the science of reading framework and best practices, and centered on personalized learning opportunities for students.

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
<b>Strategy #2</b>	Foster Supportive Learning Environments - Implementation of K-12 Social-Emotional Learning Resource: CVSD has purchased (7% Set-Aside) a social-emotional learning program for use in all classrooms. As a Tier I/Core strategy, students are exposed to specific character traits with associated application activities to develop their toolkit for social-emotional skills and interactions.

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
<p><b>Strategy #3</b></p>	<p>System of Scaffolded Supports - Science of Reading professional learning for staff: As part of CVSD’s plan to accelerate learning for all students, various staff members across the district will be engaging in opportunities for intensive literacy professional learning. Partnering with AIM Institute for Learning, CVSD will use ARP ESSER funds to increase the number of Wilson Reading certified teachers and staff members, staff members who have completed the Pathways to Proficient Reading course (K-12), and staff members who are deeply knowledgeable in all aspects of the Scarborough Reading Rope model. This strategy also includes the purchase of Foundations and Heggerty materials (with subsequent professional learning and collaboration) for K-3 classroom, special education, and ESL teachers in CVSD.</p>

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.)

Over the past year, the Conestoga Valley School District (CVSD) has been engaged in the Comprehensive Planning process outlined by PDE and documented in the Future Ready Comprehensive Planning Portal. As part of this process, a self-assessment was conducted with staff, stakeholders, and the administrative team, and focus groups were held at each school. In addition, data analysis was conducted by building level teams, and a larger stakeholder group was guiding the process in determining priorities throughout the process. CVSD engaged in the Comprehensive Planning process with the goal of determining ESSER funding priorities in mind. The plan development process has provided extensive stakeholder input into our funding priorities to accelerate learning. The timeline for these activities included multiple stakeholder group meetings across the 20-21 school year, leadership team review and input in June 2021, a public presentation to the school board in September 2021, public posting of the plan for 30 days, and full board approval in October 2021. In addition to the Comprehensive Planning process, CV has specifically provided the following opportunities to target ESSER stakeholder engagement: Community Forum held on November 15, 2021 - Stakeholders from across the district met to review ESSER funding priorities and provide extensive feedback into which areas are most relevant and meaningful for underserved student populations within the district. Small group roundtable discussions were organized, and parents, community members, and staff members were able to engage in conversations that allowed district administrators to better understand community needs. Leadership Team Review in June 2021 - Members of the district's leadership team engaged in a review of the ESSER funding opportunities during the annual administrative retreat. In these discussions, school leaders were able to provide input into which areas of our model should be prioritized for funding. Monthly Public Updates at School Board Meetings - Each month since ESSER funding became available, the district leadership



has provided public updates regarding the proposed spending plans for the ESSER funding opportunities. Community Survey - A community survey has been widely advertised to stakeholders to obtain input on the district's ESSER spending plan. Specifically, parents, community members, staff, and outside agencies have been contacted and asked to share their input through the survey posted on the district website.

## **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 outlined in the previous question, our comprehensive planning team has provided the greatest amount of input in the development of CVSD's plan for the use of ARP ESSER funds. Specifically, the team identified and emphasized the need for the development of the MTSS framework within the district. Subsequently, this focus area has become one of the main areas where our spending of ARP ESSER funds is outlined. From updating our Tier I core resources to align to CV's personalized learning framework to adding math and ELA screeners and programs, creating a robust system of support for ALL learners is at the core of our comprehensive plan and ESSER spending plan. Community members at the Fall 2021 forum confirmed this approach by sharing feedback related to the need to accelerate learning for all students. In addition, our community members across the district (parents, social service providers, and business partners) have consistently provided input to district administration and school board members regarding the social-emotional needs of our students and families. This input is reflected in the development a strategic approach to enhancing our SEL resources across the district. ARP ESSER funds will be utilized to purchase a core SEL curriculum, various screeners and assessments, and support the Student Assistance Program at the district and school levels. Finally, the district administration will analyze input and feedback from the Community Forum and online survey in order to finalize the priorities for spending within the full ARP-ESSER plan. Through small group feedback and survey responses, CVSD has structured the input from stakeholders in a way that will help determine our highest areas of focus when implementing ARP-ESSER planning.

## **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 CVSD has demonstrated transparency in the decision-making related to ARP ESSER funds throughout the process. Each month, our school board members receive updates related to the ESSER funding as a whole, and these meetings have been live streamed over the fall so that more public and community members can have access to the information. When finalized, the ARP ESSER spending plan will be made publicly available on the CVSD website. In addition, the posting of the plan (in PowerPoint summary) will be shared through our district communication channels - Buckskin Blast, Annual Newsletter, parent email and letter from the superintendent. Translated documents in Spanish will be available on the website as well.

Parents will be given information as to who to contact to schedule an in person or Zoom meeting if they would like to have more information provided in a format of their request.

## **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.

CVSD will use funding to build our system's capacity outlined in PDE's Accelerated Learning System. (1) Focus on High-Quality Academics: CVSD will utilize ARP ESSER funding to purchase K-8 ELA, Mathematics, and Science/STEM instructional resources and assessments that are evidence-based, aligned to the Multi-tiered System of Supports (MTSS) framework, and anchored in the pedagogy of personalized learning - a key instructional strategy the district is emphasizing to address learning loss. CVSD will also use ARP ESSER funding to support online learning platforms and programs that are used to strengthen core instruction and provide personalized learning opportunities for students. Professional learning in the areas of reading support and development, STEM, and effective instruction will be funded through ARP ESSER. In addition, these funds will be used to support the Conestoga Valley Virtual Academy (CVVA) by purchasing the online learning management system for CVVA and funding virtual teacher salaries and benefits. (2) Design a System of Scaffolded Supports: ARP ESSER funds will be utilized to fund the Learning Lab afterschool tutoring program at the secondary level (supplies, staff wages/benefits, instructional resources). In addition, funds will be used to support a virtual special education teacher for CVVA. Intervention programs such as Foundations and IXL will be purchased. Finally, a strategy that CVSD will utilize to impact our youngest learners, a group significantly impacted by the pandemic is to invest in creating a First 10 plan and activities for our learners age birth - 10 years of age. The First 10 model is a nationally recognized strategy to identify inequities between early learning and early elementary and intentionally engage families in supporting their child's early development.

#### **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.

Continuity of Services: ARP ESSER funds will be used to purchase a new student information system (SIS) for the district. Communicating with families effectively during the pandemic was a high priority, and the need for a new SIS was outlined in feedback from multiple stakeholder groups across the district. In addition, funds will be utilized to pay for the district's financial and

human resources management system - Skyward. Access to Instruction: ARP ESSER funds will be used to fund IXL online learning platform for students in grades K-10 in ELA, Math, and Science (grade 4). This resource will serve to provide important data and information for diagnostic purposes as well as reinforcement of grade level and instructional level skills for students. Facilities Improvements: HVAC systems at our new middle school building and one of our elementary schools will be purchased with ARP ESSER funds. 1:1 Devices for students will be partially funded through ARP ESSER.

**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)
<b>20 Percent Reservation</b>	8,941,156	20%	1,788,231

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

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

**11. Capacity for Data Collection and Reporting**

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Data collected based on CVSD’s Assessment Strategy (3 points during the school year). Growth & Achievement Action Team will analyze, monitor and review data by subgroup to provide a district snapshot of strengths and needs in this area. School teams analyze data to create intervention groups and/or identify core resources and instructional strategies for classroom teachers.
<b>Opportunity to learn measures (see help text)</b>	CVSD will continue to monitor in-person student engagement through the use of our technology platforms (IXL, Schoology, SeeSaw) as well as classroom based formative assessments. With 99% of our students receiving in-person instruction, these are our primary methods for monitoring opportunity to learn. CVVA staff will utilize lesson completion rates and engagement in synchronous learning sessions to monitor opportunity to learn of virtual students (<1% of student population).
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	1.0 Special Education Teacher - Virtual Academy (created) 1.0 Virtual Instructor - Virtual Academy (retained)
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	CVSD will track attendance, engagement, and progress in summer and afterschool programs through our online learning platforms - Schoology and SeeSaw. In addition, students will be tagged in our SIS to indicate participation in these programs. Students receiving intervention services using resources funded by ARP ESSER are tracked at each school using Excel and components of our SIS.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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

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



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



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



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



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



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



Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$8,947,519.00

**Allocation**

\$8,947,519.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	\$22,500.00	Actively Learn helps teachers to manage and monitor how students engage with what they read. Within the tool, discussions about a text can develop organically, fostering more authentic participation. Reluctant hand-raisers might enjoy the option of responding in the margins and thinking through their remarks. For example, students can rotate the responsibility for adding key questions to a text, and the class can have a self-directed or teacher-led discussion on the student-proposed topics. This process might not come naturally for your students, so be ready to teach and model effective annotation

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
SECONDARY			<p>skills and productive discussion practices. Teachers can have students take over and ask questions, annotate, and start discussions to help your classroom develop more student-centered, student-led reading practices. Teachers can rely on their own expertise to help students chunk readings, and keep adding questions along the way to help guide the conversation and improve students' understanding. Actively Learn is far beyond the average e-reader, this tool helps students connect and stay engaged while teachers easily measure progress.</p>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,301.25	<p>READ 180 is designed to provide personalized, purposeful instruction to accelerate reading success. It provides individualized digital experiences that engage students and ensure the mastery of critical reading skills.</p>
			<p>Read Live helps to accelerate achievement and develop confident</p>

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,137.50	learners with the most powerful intervention program for striving readers. Utilizing the proven Read Live strategy on a web-based platform, Read Naturally Live combines an intrinsically motivating system with the best evidence-based practices to deliver results fast.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,632.50	Rosetta Stone is used in the district's English as a Second Language program. It helps the instructor facilitate the teaching and learning process.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$956.25	NoRedInk engages students in a way that other personalized learning platforms don't; it brings grammar instruction and practice to life by blending the rules of language with student interests and a modern interface.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$18,000.00	Learning A-Z is an education technology used to expanding literacy through thoughtfully designed ready to use learning modules that helps teachers with differentiation.

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,000.00	Imagine Learning advances proficiency for all English learners in grades K-8, whether they're newcomers or long-term ELs. With adaptive instruction and strategic scaffolding intentionally designed for ELs, Imagine Learning amplifies student confidence not only for English language development, but for reading complex, grade-level texts and participating in classroom discourse
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$164,992.00	IXL is a powerful tool to help classroom teachers and school district gain powerful insights into their learners. It that helps the teacher make better instructional decisions every day and the school/district make program decisions going forward. With data from IXL's curriculum and the Real-Time Diagnostic, IXL Analytics makes it easy to amplify the impact of teaching and learning on student growth.
1200 - SPECIAL			

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$53,980.00	Virtual Special Ed teacher wages
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,251.00	Virtual Special Ed teacher benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,300.00	The high school and middle school offer after school academic support every Tuesday and Thursday throughout the year called Learning Lab. In order to run the Learning Lab, teachers are paid for their service and transportation home is made available for students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,575.00	The high school and middle school offer after school academic support every Tuesday and Thursday throughout the year called Learning Lab. In order to run the Learning Lab, teachers are paid for their service and transportation home is made available for students.
			Conestoga Valley School District



**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$100,000.00	operates the Conestoga Valley Virtual Academy (CVVA). These costs represent K12 Software for Cyber online learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$89,120.00	Conestoga Valley School District operates the Conestoga Valley Virtual Academy (CVVA). These costs represent the staffing salary costs and support the use of the online curriculum for virtual learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$53,582.00	Conestoga Valley School District operates the Conestoga Valley Virtual Academy (CVVA). These costs represent the staffing benefit costs and support the use of the online curriculum for virtual learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$862,012.00	1) Core Resource K-8, (2) Consumables Year 2 & 3, (3) IU13 Contract (3 years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$514,000.00	Math Core Resource Adoption and professional learning (K-8)
			Supplant Acadience Math and DIBELS

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,308.00	Costs in SY22-23 and SY23-24; New MTSS Screeners as determined by PaTTAN team and MTSS Action Team
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$25,542.00	Foundations
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$30,000.00	IU13 Support for K-8 STEM Curriculum Development, Resource Development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,200.00	Wages - Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,800.00	Benefits - Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,000.00	Food for event - Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$7,600.00	Wages Summer Learning- Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,400.00	Benefits Summer Learning- Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$2,000.00	Supplies Summer Learning- Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
		<b>\$2,058,189.50</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$8,947,519.00

**Allocation**

\$8,947,519.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$6,000.00	The high school and middle school offer after school academic support every Tuesday and Thursday throughout the year called Learning Lab. In order to run the Learning Lab, teachers are paid for their service and transportation home is made available for students.
			2nd part of the existing middle school mechanical systems are approaching end of life. The system is a 4 pipe system with 2 chillers, roof top air handlers and VAV boxes. The controls system is outdated and not accessible

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$2,772,210.50	remotely. The boilers are dual fuel are not high efficiency and the circulator pumps have been troublesome not providing enough flow to the building. New chillers, high efficiency boilers, air handling equipment, controls, etc. are planned to be installed as part of a renovation project to convert the building to and elementary school, district office and virtual academy.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$3,826,469.00	The existing Leola Elementary School mechanical system are beyond end of life. Although the building has a 4 pipe system, the use of antiquated pneumatic controls does not allow for the boilers and chillers to be run at the same time making humidity control difficult. The classrooms contain unit ventilators which are not efficient and do not provide consistent heating or cooling. New chillers, high efficiency boilers, air handlers, vertical (ducted) unit ventilators and a new control system area planned to installed as part of a renovation project to the building.

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2800 - Central Support Services	700 - Property	\$150,000.00	Purchase of Student 1:1 Devices under current transition plan to replace outdated windows laptops with more capable and functional iPads. Enabling better learning through better technology. Also includes Teacher devices for BT and CVVA Student Devices under 4yr replacement cycle program.
2800 - Central Support Services	600 - Supplies	\$4,650.00	Additional of Magnetic Whiteboards for Foundations program in classrooms to support student learning.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$60,000.00	Cost for Consultant - Accelerating Learning: ECE - First 10 consulting and Early Learning Initiatives
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$65,000.00	Training Cost - Wilson Reading Training and AIM Institute - PPR Course - Provide intensive professional learning for designated staff to accelerate learning using Structured Literacy framework.
			Supplies for - Wilson Reading Training and AIM Institute - PPR Course - Provide

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$5,000.00	intensive professional learning for designated staff to accelerate learning using Structured Literacy framework.
		<b>\$6,889,329.50</b>	

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$111,620.00	\$59,957.00	\$30,000.00	\$0.00	\$100,000.00	\$1,660,381.50	\$0.00	\$1,961,958.50
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$53,980.00	\$30,251.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,231.00
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	\$7,600.00	\$2,400.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$12,000.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$125,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$130,000.00



**Project #: 223-21-0096  
Agency: Conestoga Valley SD  
AUN: 113361703  
Grant Content Report  
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,650.00	\$150,000.00	\$154,650.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$6,598,679.50	\$0.00	\$0.00	\$0.00	\$6,598,679.50
	<b>\$173,200.00</b>	<b>\$92,608.00</b>	<b>\$155,000.00</b>	<b>\$6,598,679.50</b>	<b>\$106,000.00</b>	<b>\$1,672,031.50</b>	<b>\$150,000.00</b>	<b>\$8,947,519.00</b>

**Project #: 223-21-0096**  
**Agency: Conestoga Valley SD**  
**AUN: 113361703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$8,947,519.00