

## **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
<b>Academic Impact of Lost Instructional Time</b>	Data was collected and analyzed from a variety of tools: Standards Based Benchmarks, Keystones, PSSA, SAT, Curriculum Based Assessments, IEP Progress Monitoring, Edgenuity Online Learning, Classroom Diagnostic Tools, Edmentum Assessments
<b>Chronic Absenteeism</b>	Absences and problems associated with absences were tracked using a variety of tools including Infinite Campus SMS, Student Discipline Referrals, Student Assistance Program Reports, Attendance Tracking, and Microsoft Teams. Teachers, the school social worker, counselors, and administrators worked one-on-one with students and families struggling with chronic absences, including home visits, phone calls, and virtual meetings. The district worked with the probation and court systems to assist in managing chronic absences.
<b>Student Engagement</b>	Student engagement was tracked and report by teachers using the following tools: Student Assistance Program Reports, Student Discipline Referrals, Student Grades, Infinite Campus SMS, Teacher Formative Assessments. Teachers responded to student engagement issues by varying content and delivery methods, as well as one-to-one communication with students and families struggling to engage in school.
<b>Social-emotional Well-being</b>	Social and emotional well-being is tracked using a variety of resources in the district, including: Behavior Assessment System for Children, Behavior Rating Inventory of Executive Functions, Scales for Assessing an Emotional Disturbance, Gilliam's Autism Rating Scale, Conners Rating Scales, Scale, Student Assistance Program Reports, PA Youth Survey, Attendance Tracking, and IEP Social/Emotional Goals Progress Reports. Staff used a variety of methods, in addition to these data collecting tools, to respond to student social/emotional concerns including individualized and small group therapy sessions, social/emotional curricula, and varied communications. Our Social Worker and Guidance Counselors will be used to identify, analyze, and respond to mental/emotional needs. CKSD is also in the process of implementing a new software program called PASS. PASS helps identify fragile learners who are held back by factors such as a lack of confidence, motivation, or connection to school. By uncovering how students feel about themselves and school, educators can give them the support they need to thrive.
<b>Other Indicators</b>	

## Documenting Disproportionate Impacts

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

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])	The following tools have and will be used to identify and measure impact: IEP Progress Report Monitoring, Student Assistance Program Referrals, Student Discipline Referrals, , Attendance Tracking, Cyber Program Enrollment. Infinite Campus SIS, and the PASS survey results.
Students from low-income families	Students were identified using the Infinite Campus SIS demographic reports. Impact will be measured using classroom and state standardized assessments, as well as teacher feedback. PVAAS is one tool we will use to measure learning loss and provide supplemental material with Edmentum Test Pack Prescriptions. Edgenuity will continue to be used as needed to provide enrichment and credit recovery.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	The Infinite Campus SIS tools were used to identify students who missed the most in person and remote instruction. Impact will be measured using classroom and state standardized assessments, as well as teacher feedback. PVAAS is one tool we will use to measure learning loss and provide supplemental material. Edmentum and Edgenuity will continue to be used as needed to provide enrichment and credit recovery. Encouragement by staff and admin for these students to participate in summer acceleration academies.

### 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>	<p>Our first strategy was to immediately employ Microsoft Teams and SeeSaw along with live-streaming in classes via Teams and Zoom. The day prior to the shutdown we had the teachers in-house and held an emergency Microsoft Teams and SeeSaw Professional Development refresher. To support students at home, we distributed hotspots to anyone with limited or no internet access. This strategy allowed us to ensure that students were still present and engaged in class whether the individual was quarantined or the school was closed for disinfection/sanitation. Microsoft Teams and SeeSaw allowed us to limit the amount of lost instructional time. School was primarily fully in-person throughout the year, but this strategy mitigated individual and group circumstances that impeded some from participating in person. This model was especially effective for students with short-term attendance needs.</p>

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

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

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

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

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

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

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

Students with little or no support during the day in their homes.

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

	Strategy Description
Strategy #2	The district maintained regular access to mental health services and resources both in-person and virtually. These services included televideo appointments with the school social worker, mental health resources sent home through school nurses and guidance, and emotional support sessions with highly qualified teachers. For many of our students, the hotspots and one-to-one student i-Pads provided for free by the school district were their lifeline to regular communication with their teachers and support services. To ease student concerns about food scarcity, the district also provided free lunch and breakfast to students, whether enrolled virtually or physically, throughout the school year and summer. In collaboration with the CK Backpack program, the district distributes weekend/holiday backpacks filled with food and other supplies. These services are vital to our students' overall well-being.

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	For students who needed asynchronous, flexible access to their education during COVID, our in-house Cyber Education Program was a strategy we expanded upon. This model was especially effective for students with long-term attendance needs. The program is monitored by our in-house Cyber Education Director and by highly qualified teachers employed at Edgenuity. This venue allowed students to participate in credit recovery, as well as enrichment opportunities.

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 school district relied upon a group consisting of parents, teachers, administrators, and other community members in developing the Future Ready Comprehensive Plan. Individual buildings also host Parent-Teacher Organizations. The district is also fortunate to have an active Educational Foundation that provides community outreach and feedback throughout our buildings. These groups provide a public view of goal-setting, data collection, and problem-solving. One primary goal of the group is to re-engage the community at large with the school district through business and community events and educational opportunities. Recently we hosted a Life Choices symposium in cooperation with our foundation and community businesses at our Jr/Sr High School and have met with a number of area Universities to discuss enhanced curriculum opportunities available to our students. ESSER funds will allow the school to continue to rebuild the important connections that extended shut-downs and closures damaged. The school district has consulted with a variety of supporting organizations. The local teachers' union will help ensure that all contractual obligations are being met. We currently employ our own Speech Therapist and IU 8 provides Assistive Tech Consult, and resources for the Blind, Visually, and Hearing Impaired. The district also consulted with the school psychologist, OT and PT therapists from CAMCO PT&OT, Staning Stone Security SSOs, the Health and Safety Committee, school board, and our in-house social worker. The special education staff were consulted regarding the needs of learning support, gifted, life skills, and autism support classrooms, to ensure that students continued to receive accessible services both in-person and virtually. The district continues to rely heavily on the nursing staff and janitorial staff to provide guidance on health and safety needs in the buildings. The district collaborated with the Career and Technology Center to continue providing students with in-person and virtual education opportunities. The administrative team



meets monthly to ensure equitability and consistency across the district and programs. The district employs three full time technology support personnel to provide technology support and devices to both staff and students. Hotspots were provided under the consult of T-Mobile. These partnering organizations provide valuable input to allow the district to meet the needs of students across the district, including those in at-risk groups, whether in-person or virtually.

## **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)**

The district has also collected information from parent and teacher surveys using Survey Monkey, to identify needs that support both in-person and distance learning and bridge the gap that was created due to the pandemic. From this information, the district has distributed hotspots, purchased additional student i-Pads, and increased mental health opportunities to students. Numerous software and licenses were also purchased to ease teacher and student engagement and communication, as well as delivery of content. The School Board allows public comment at public meetings which has given many stakeholders the opportunity to voice concerns and share ideas regarding student health, safety, and academics. Teacher surveys indicated need in the areas of professional development for distance learning, technology use, and supporting students mentally/emotionally. The Future Ready Comprehensive Planning Committee has identified math and reading deficiencies, and rigorous programs as areas of need for the district. ESSER funds will provide for professional development with our new reading and math series, engagement tools to improve online instructions, and software and professional development to improve the rigor and pacing of programs, while addressing areas of learning loss. We plan to continue to involve all stakeholders in the planning for future uses of ESSER funds.

## **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)**

In addition to the data collected from stakeholders, the business manager reviewed all areas of increased expenditure and loss of revenue due to COVID. Priority was given to 1) mitigating learning loss, 2) upgrading technology, 3) improving health and safety, 4) Social Emotional Improvement, and 5) other one-time expenses per ESSER guidelines and specifically in support of the targeted subgroups: students with special needs and students in poverty. The primary goal of the budget is to manage and distribute funds effectively and equitably without creating a budget shortfall in the future. The complete budget will be presented to the school board by the business manager and voted on at a public school board meeting. The community will have the opportunity to comment on the plan at the public meeting. The plan will also be made available on the school district website for the public to review,



## 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.

a) The LEA will implement evidence-based interventions, including, but not limited to: Lexia Core 5 Learning, Text Dependent Analysis 3-5, Pearson Reading Online, Dibels, Reading Wonders, and Leveled Literacy Interventions. The Elementary School will purchase and implement professional development to address reading and writing skills for teachers including, but not limited to the following; Get More Math, Test Packs, and Pearson Math to assess and accelerate math skills; Project Lead the Way STEM lessons will be used to extend science learning. The district will offer extended-school year to qualifying students and summer acceleration academies to all students. The ESSER III funds will support one teacher's salary and benefits for three years to manage our in-house cyber education program using the Edgenuity software platform. b) The LEA serves a disproportionate population of students in poverty and students identified as special education. Funds will be used to employ two additional special education teachers and teachers' benefits for three years to maintain appropriate student-to-teacher ratios, one at the jr/sr high and one at the elementary school. For students identified as needing special education, ESSER funds will provide evidenced-based programming to support these student including the software listed above. c) The LEA is committed to in-person learning to the greatest extent possible, while offering virtual and hybrid opportunities as needed. The use of Infinite Campus SIS and PVAAS will allow the LEA to identify students with excessive/extended absences and low assessment scores, especially in our subgroups. Students identify as dropping from one level to the lower will be considered a priority (such as Proficient to Basic). ESSER funds will be used to support highly qualified teachers for our in-house cyber education program, a cyber education program, three other tech support salaries, and appropriate software, including Edmentum and "Test Packs", which is used both for acceleration and learning loss, as described above.

#### **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.

a) ESSER funds will sustain academic services to students by providing the technology

necessary for education to occur, with highly qualified staff, whether in-person, virtual, or hybrid. Funds will be used to update student 1 to 1 devices and to provide support through the continued employment of staff in the technology department to support student and staff devices. The LEA is taking consideration of programs that have a one-time cost versus on-going costs, to ensure sustainability. Students will be provided free breakfast and lunch, year-round. Students participating in virtual education will also receive access to free breakfast and lunch. In the event of closure, students who are unable to participate virtually, due to individual circumstances, receive paper copies of content, assignments, and resources. When needed, the LEA delivers resources directly to students' homes. Grant funds will ensure that social/emotional/mental health needs continue to be met by supporting the salary and benefits for one guidance counselor and the extension of salary and benefits for one school social worker. Our goal is to ensure no interruption to student services or access to education, regardless of the status of COVID in our community. The LEA will also use ESSER funds to recruit and retain substitute teachers, particularly necessary when teacher attendance is impacted by quarantine; this will allow continuity of education. b) The LEA will support the goals of increasing opportunity to learn and equity in instructional delivery by identifying the specific needs of all students. Media sources will be accessible for all students, including captioning. Flexibility will be infused into the instructional model by providing equal opportunity to participate by reading aloud, learning through listening, and utilizing real-world experiences. Repeated opportunities for understanding instructions will be made available via multiple sources and content. Supportive technology will accommodate learning by providing guidance and background information when a wrong response is given. LEA will differentiate instruction in a number of ways. Opportunities will be provided through not only traditional means such as paper submission through classroom instruction, but also through electronic means that are posted on the school website and classroom areas for those that can access the information. All of this curricula that is provided is based on academic standards through PDE. Learning support instructors will provide input and guidance regarding IEP's to assure the means can reach all student groups fitting those needs.c) ESSER funds will allow the LEA to purchase an upgraded messaging system and health and safety supplies to help manage contact tracing. The LEA will provide opportunities to social distance to the greatest extent possible. The outdoor classroom will provide an area where students will be able to work in a nearly risk-free environment.d) ESSER funds will be used to construct a wellness center and an outdoor classroom. The on-going COVID-19 pandemic has become a public health emergency of international concern. The isolation and quarantine during the COVID-19 pandemic limited the physical and social activities of the population, which contributed to the increased prevalence of mental disorder. Depression and anxiety are the most common mental illnesses conferring a serious impact on individuals' life quality. Currently the Claysburg Kimmel community does not have a facility dedicated to physical and mental wellness. Emotional wellness and medicine both contribute towards leading a healthy lifestyle. There are many centers that have opened up to cater to the growing demands, but the nearest wellness center or YMCA is 15-20 miles away from our school. Even if children exercised only one to three days a week, there is a strong correlation with lower rates of anxiety and depression, Good sleep duration and extracurricular activities were also associated with better mental health. In fact, physical activity may improve sleep quality, which is closely linked to mental health Our wellness center will provide an opportunity for staff, students and the community to participate in programs that mixes wellness and prevention to curb depression and negative side effects of the Covid-19 pandemic. Exercise strategies are successful in the fight against anxiety and depression

according to the information from American College of Sports Medicine (ACSM), World Health Organization, and recent literatures about physical exercise during COVID-19. Even light physical activity among adolescents was linked to better mental health as they got older, new research shows. This project will allow coordination with physical education teachers and after-school educators to create programs for students to engage in physical activity and nutrition education outside of the classroom. This program will provide an outlet to our students, staff, and community. We feel this project will meet and/or exceed the purpose of the ARP Act program.

**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)**

Not Applicable

**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>		20%	0

## 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>	PVASS data and proficiency levels. PASS survey results. Dibels, Lexia Core 5, Pearson Reading and Math along with Edmentum Test Packs will be use to collect data on student learning, includeing academic impact of lost instructional time during the Covid-19 pandemic.
<b>Opportunity to learn measures (see help text)</b>	Access to technology including one-to-one I-Pad acquisition, repairs, upgrades, and replacements, a dedicated Tech helpline for students and families; software to identify and mitigate learning loss; family/student/educator surveys; student engagement measures including attendance and assessment scores
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Two Special Education positions, an additonal guidance counselor, a Cyber Education Director, Technology Director and 2 tech support positions, and a social worker.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Summer and afterschool accelleration academies and tutoring programs.

## **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**

\$2,352,506.00

**Allocation**

\$2,352,506.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$26,500.00	Salaries for teachers/staff for extended school year services for special education students who have been identified as in need of services during the summer when school is not in regular session
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$161,625.00	75% of salaries for 2 new Special Education teachers to address the identified needs of our special education population.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$116,336.00	75% of benefits for 2 new Special Education teachers to address the identified needs of our special education population

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$98,737.50	75% of salary for our Cyber School Director to address the needs of our in-house cyber school students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$62,047.50	75% of benefits for our Cyber School Director to address the needs of our in-house cyber school students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$90,000.00	2 Full Time (hired through ESS, our Substitute Service) for class size management and overflow staffing
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$74,721.00	Cyber School Consultant (contracted) to help our Cyber School Director with managing the increased # of in-house cyber school students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$6,000.00	Salary for summer school teacher - to help underperforming students get back on track
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,000.00	Benefits for summer school teacher - to help underperforming students get back on track.
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$27,000.00	replace CAD lab

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Function	Object	Amount	Description
		\$666,967.00	

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

**BUDGET OVERVIEW**

**Budget**

\$2,352,506.00

**Allocation**

\$2,352,506.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$50,000.00	cleaning supplies to promote safety of students and staff
2800 - Central Support Services	600 - Supplies	\$160,000.00	student iPad replacements after year 3 - to facilitate remote learning
2800 - Central Support Services	600 - Supplies	\$95,000.00	technology supplies for students - to facilitate remote learning - iPad cases, ear buds, etc...
2800 - Central Support Services	100 - Salaries	\$68,631.00	50% Salary for Technology Innovation Assistant - assists teachers with incorporating technology into their classroom
			50% Benefits for Technology Innovation



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Function	Object	Amount	Description
2800 - Central Support Services	200 - Benefits	\$53,974.00	Assistant - assists teachers with incorporating technology into their classroom
2800 - Central Support Services	100 - Salaries	\$52,131.00	50% Salary for Technology Assistant - assists teachers with incorporating technology into their classroom
2800 - Central Support Services	200 - Benefits	\$22,614.00	50% Benefits for Technology Assistant - assists teachers with incorporating technology into their classroom
3300 - Community Services	300 - Purchased Professional and Technical Services	\$30,000.00	After School Program (contracted) - tutoring for at-risk students
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$142,500.00	salary for additional (3rd) School Counselor to help with student social and emotional well being. The budget for this salary expense represents the salary for the following years: 2021-2022, 2022-2023, 2023-2024, and September 2024. This will be a newly created position to add student social and emotional well being as the result of the pandemic. We identified the need for a 3rd School Counselor (we

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Function	Object	Amount	Description
			currently have 2) This budget represents the salary for 3 full school years (2021-2022, 2022-2023, 2023-2024, and September of 2024)..
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$110,370.00	Benefits for additional (3rd) School Counselor to help with student social and emotional well being.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$49,550.00	Salary for School Counselor - to help with at risk students and student social and emotional well being. The budget for this salary expense is for one year (2021-2022) as one of our School Counselors works with students identified as At Risk due to the pandemic.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$35,160.00	Benefits for School Counselor - to help with at risk students and student social and emotional well being.
2800 - Central Support Services	600 - Supplies	\$39,600.00	replace interactive boards in both buildings - to help with remote learning
2800 - Central Support Services	600 - Supplies	\$25,000.00	replace Elementary School computer lab - to help with remote learning

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Function	Object	Amount	Description
2800 - Central Support Services	400 - Purchased Property Services	\$150,000.00	student software - Teams, SeeSaw, Zoom, Edgenuity, Edmentum, Test Pack - to provide resources for remote learning and to address learning loss
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$100,000.00	outdoor classroom space - to provide space for teachers to take their classrooms outdoors to promote social and emotional well being and to provide better ventilaton
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$100,000.00	Address student/staff social and emotional well being; provide opportuniites for physical activity activity
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$244,256.00	Salary for School Social Worker - to address student social and emotional well being. This is for the salary of one of our existing School. Social Worker as she works to address the additional need of student identified as At Risk due to the impact of COVID. This budget is for the salary for the following school years: 2021-2022, 2022-2023, 2023, 2024, and September 2024.

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$156,753.00	Benefits for School Social Worker - to address student social and emotional well being.
		<b>\$1,685,539.00</b>	

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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	\$104,737.50	\$66,047.50	\$0.00	\$164,721.00	\$0.00	\$0.00	\$0.00	\$335,506.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$188,125.00	\$116,336.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$304,461.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$27,000.00	\$0.00	\$27,000.00
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	\$436,306.00	\$302,283.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$738,589.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Services</b>								
<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	\$50,000.00	\$0.00	\$50,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$120,762.00	\$76,588.00	\$0.00	\$150,000.00	\$0.00	\$319,600.00	\$0.00	\$666,950.00
<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	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$200,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$849,930.50	\$561,254.50	\$30,000.00	\$314,721.00	\$0.00	\$396,600.00	\$200,000.00	\$2,352,506.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$2,352,506.00