

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	The district will continue to offer high quality educational opportunities for all students. The district will use the ESSER funds to help identify, locate and provide educational opportunities for vulnerable students and those at risk of failing to recoup lost skills. Academic impacts will be measured by student performance on local and state assessments, CBAs, and progress toward IEP goals. The district will look for trends in learning and focus instructional methods to remediate deficient skills.
Chronic Absenteeism	In an effort to prevent chronic absenteeism, the districts SIS system will now call families when a student is not in attendance. If the district notices a pattern in absenteeism, a conference will be scheduled and strategies and options will be discussed.
Student Engagement	The district will monitor student engagement by observations of interactions, classroom participation and attendance and academic performance. If a staff member has a concern pertaining to student engagement, a referral will be made to the district guidance counselor or school psychologist. A classroom observation can be completed and a phone call home will be made. If warranted, the school psychologist can complete a behavioral consult and a referral to the school based social worker can be made. The district staff has been trained on the adverse impacts of the pandemic and is aware of waning signs (i.e., disengagement, withdrawn, social isolation, decrease in academic performance, etc.).
Social-emotional Well-being	The district recognizes the impact of COVID 19 on social/emotional well-being and has provided students with access to a social worker four days a week. In addition, the district is offering a telehealth site that allows students, families and staff the opportunity to meet with a medical professional on-site. This opportunity eliminates financial and transportation barriers and provides access to a trained medical professional. The district had also purchased behavioral rating scales to help gauge student perception and satisfaction if warranted. The BASC-Self Report has been purchased and can be utilized along with the BASC-Teacher and Parent Report.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>The district plans to continue to used ESSER funds to support all students and provide technology needs to families in need. By doing so, students can have the option to select from various instructional models and continue to remain engaged in a virtual or hybrid setting. While the pandemic could have easily deepened the disparities for students from low income families, the district used funds to provide all families in need with access to the technology (devices and internet access) needed to remain academically engaged.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>Some early indicators suggest that children with disabilities may show even more significant academic-achievement discrepancies from their same-age peers as a result of the pandemic. As with all students, children with disabilities experienced a disruption to their academic learning and access to in-person related aids and services. Last year, the district located and identified students in need of CCS services, provided a summer learning opportunity for all students, and offered an ESY program along with related aids and services for eligible students. The district plans to continue to monitor student progress and carefully examine regression and recoupment by utilizing the newly purchased STAR Reading and Math series, EasyCBM tool, offering related services to students in need through the implementation of the MTSS model and monitoring student progress through the Student Success Team. Furthermore, in an effort to lessen the impact, the district will offer an After-School Program four days a week at both the Elementary and High School to provide additional learning opportunities for our students.</p>
	<p>The pandemic has brought on many challenges with remote learning, and perhaps one of the most challenging aspects has been keeping students engaged and actively participating in virtual instruction. The district has appointed a</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	cyber coordinator at both the Elementary and High School level to actively monitor student progress. If the student is identified as a student with a disability and participating in remote instruction, a special education teacher is also assigned to ensure the delivery of FAPE. The district will continue to monitor student progress and carefully evaluate needs. The district encourages all students to attend in-person but respects personal decisions for remote learning. The district will carefully assess student performance upon return and may suggest additional support during an IST time, flexible grouping and remedial support to target deficient skills.

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	BASD will continue to gather data from multiple screening sources to determine if a student needs additional academic support as a result of the pandemic. The district will utilize the STAR Reading and Math through grades K-5 and Special Education (K-12). Other assessments include the Classroom Diagnostic Tests (grades 3-6), Orleans Hanna Algebra Prognosis Test (grade 7), state/local assessments and classroom-based assessments, data from Easy CBM and individualized progress of IEP goals. The Student Success Team and IEP Teams will routinely conduct data analysis to assist in identifying students in need of additional academic support.

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:

n/a

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.

n/a

Reflecting on Local Strategies: Strategy #2

	Strategy Description
	Additional mental health services will be provided by increasing the amount of social work services available in the district. Through the use of the ESSER funds, the district will provide all students access to an on-site social worker four days a week. The school psychologist assisted with the Summer School program providing group and individualized interventions to address social skills, study skills, organizational skills, and skill specific academic interventions. In addition, the district is offering a telehealth site

	Strategy Description
Strategy #2	that allows students, families and staff the opportunity to meet with a medical professional on-site. This opportunity eliminates financial and transportation barriers and provides access to a trained medical professional. The district had also purchased behavioral rating scales to help gauge student perception and satisfaction if warranted. The BASC-Self Report has been purchased and can be utilized along with the BASC-Teacher and Parent Report. The toll the pandemic has placed on student wellbeing and mental health is recognized by the district and the district is responding by increasing the amount to mental health services, access to research based behavioral rating scales, and ongoing training and support to staff and parents on warning signs resulting from the pandemic (i.e., disengagement, withdrawn, social isolation, decrease in academic performance, etc.). Resources and personnel are available to support students' families.

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:**

n/a

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.

n/a

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	n/a

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:

n/a

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:

n/a

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.)

Brockway Area School District takes pride in the strong and collaborate relationship it has with stakeholders in the community, including students, families, school board members, teacher's union, local agencies, businesses, neighboring schools and the Intermediate Unit. With the support of all those mentioned, the district successfully and meaningfully educated students throughout the pandemic using various educational platforms. The district offered the option of a district operated cyber program (K-12), Google Classroom (with synchronous and asynchronous options), a blended model consisting of both in-person and virtual instruction or full time in-person instruction during the duration of the school year. Throughout the past year, the district has routinely surveyed and communicated with families and students to identify their needs for technology (devices and access to internet) to ensure all students are adequately equipped to learn. During this process, building administrators, special education administrators, teachers and staff identified barriers to learning and discussed ways to engage all students in the learning process, whether it be in person or remote. As a result, all students who identified a need for technology were provided with the necessary equipment. The district provided thirteen staff trainings on google classroom to the staff prior to the start of school. The staff training focused on best practices for synchronous and asynchronous instruction. Additional time during the year was built into special education teacher schedules to assist students in the remote learning environment. In addition, five parent training nights were held to educate parents on the use of google classroom. The training educated staff on the ability to provide virtual lessons and online assignments to their students. Trainings will continue to be offered as needed for teachers, parents, and students. The Technology Department will continue to assist students and families in either setting. The district has utilized many of the online features to engage their students and familiarize them with remote learning, both in the school building and remotely. The district also recognized the increase in mental health needs

and is doubling the amount of social work services it is currently providing. The social worker is available to work with any student in grades K-12 to promote social and emotional well-being. The goal is to provide a safe and supportive school environment to promote resiliency, positive connections, and a culture in which students feel safe. With the increase in services, the social worker will be an integral member of the district and educational teams to implement effective and preventive strategies and programs.

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 LEA routinely consults with stakeholders when making recommendations and suggestions for the use of the ARP ESSER funds. The projects and proposals are discussed among administrators, department heads, school board members, community members and families. Input and suggestions are welcomed and encouraged. The district remains focused on enhancing educational opportunities, providing a continuum of services and programs, providing equal access to instruction, the health and safety of students and educators and providing a safe facility to do so.

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 district will solicit input from various stakeholders during the development process. After approval by the school board, the district will make the plan viewable to the public and submit it to PDE within 90 days. Accommodations will be provided to those who ask for an alternative format or need further clarification of the plan. The district will continue to consult with necessary stakeholders and make decisions based on district identified needs.

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

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

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

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

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

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

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

The response must include:

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

The dist will use funds to help mitigate costs for those families in need of tech and access to research based interventions and learning opportunities beyond the scope of the school yr. a. The dist relied on evidenced based interventions and progress monitoring tools to carefully examine the educational progress of students to determine if the break in services due to the pandemic caused a significant regression in skills. The district used data from STAR Reading, Read 180, System 44, Easy CBM and other teacher and district created progress monitoring tools. A variety of interventions were discussed and selected based on individual needs. If a student was determined to need a selected intervention, the intervention occurred for 30 days. Then, the team would meet again to discuss the students' progress and determine the appropriateness of the intervention. b. The district created a Student-Success Team at the beginning of the school year to discuss student concerns. The team consisted of the Dir of Spec Ed, Elem Prin, School Psychologist and Guidance Counselor. Student Concern forms were distributed to teachers to fill out and complete if they had a student concern. Parents were also made aware of the support program. The team met weekly to discuss any concerns. During the meeting, the team would identify the concerns and put in place a specific intervention to assist. During this process, the team designated a person to administer the intervention and scheduled a follow up 30-day meeting. Interventions were also provided virtually to those students in need of additional support by the Special Education or Title I Teacher. For students with disabilities, IEP Teams closely monitored students' loss of skills and/or lack of progress that may have resulted during the extended school closure. Ongoing data collection occurred throughout the year in the form of multiple assessments, including local assessments, benchmark assessments and progress monitoring data. The data was collected, tracked and reviewed to determine student progress. c. For those students who missed instruction or did not consistently participate in virtual instruction as offered by the school, their progress was and will continue to be closely monitored. Data will be collected and compared to past data to determine if students have regressed from prior skill levels and are struggling to recoup those skills. Students may need additional support services, and then interventions will be put in place. The Student Success Team will continue to review student progress and make individual decisions to determine if additional assistance is needed. Extended School Year will be offered for students with disabilities who meet eligibility criteria to assist with recoupment of skills. An After-School Title Program, Classroom Success, and High School Tutoring Program were offered. A Closing the Gap Summer School will be offered to any student interested (K-6) as a result of the pandemic.

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.

BASD will ensure high quality instruction by collecting and gathering data from multiple sources to determine educational gaps and barriers. Additional learning opportunities will be provided through the use of ARP ESSER funds, such as, after school programs, summer programs, tutoring services, social work services, and school psychological services. a. BASD will continue to gather data from multiple screening sources to determine if a student needs additional academic support. The district purchased additional data collection measures through the ARP ESSER funds to ensure student progress. Data will be collected from the following measures: Star Reading Assessment (K-5), Star Math Assessment beginning in the 21-22 school year (K-5), Classroom Diagnostic Tests (grades 3-6), Orleans Hanna Algebra Prognosis Test (grade 7), state/local assessments and classroom-based assessments including assessment data from Easy CBM. Additional mental health services will be provided by increasing the amount of social work services available in the district. The district is doubling the amount of services it currently has available through the use of funds provided. The school psychologist will be available during the Summer School program providing group and individualized interventions to address social skills, study skills, organizational skills, and skill specific academic interventions. Breakfast and lunch will be provided to all students attending summer school during the term of the program. Funds will be used to help pay for those preparing the meals. The district will continue to differentiate the learning environment to accommodate the needs of all learners. Additional opportunities for co-teaching will be explored and training will be provided to staff on how to scaffold the instruction to accommodate and differentiate the diverse group of learners. The LEA also updated the district SIS system with ARP ESSER funds by notifying families of an absence by a computer generated phone call home following daily attendance to help with regular attendance and prevent chronic absenteeism. c. The district will continue to comply and adhere to the most recent CDC guidelines to ensure a safe reopening and operation of school facilities and transportation services. The district will continue to recommend the five prevention strategies as outlined in the most recent CDC guidance; including: 1. Universal and correct use of masks; 2. Physical distancing, which CDC continues to define as three feet at the secondary level and six feet at the elementary level and in dining facilities; 3. Handwashing and respiratory etiquette; 4. Cleaning and maintaining healthy facilities; and 5. Contact tracing, in combination with isolation, and quarantine. The LEA will adopt and implement all of the recommended strategies to the extent practicable. d. The LEA will use ARP ESSER funds to repair and improve school facilities to reduce the risk of virus transmission, address environmental health hazards and/or improve ventilation by purchasing dehumidifiers for classrooms. A secure vestibule area will be built at the entrance of the high school to reduce outside traffic and visitors in the school building. All PPE gear, such as sanitizing equipment, cleaning products, masks/shields and materials needed to ensure social distancing will be purchased with the funds to ensure healthy facilities.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional

Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."

(3,000 characters max)

N/A

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,085,944	20%	417,189

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The LEA will continue to collect and analyze data from multiple sources. The LEA will examine data from local/state and district assessments, progress monitoring tools, student performance in the classroom and IEP performance to gauge student learning loss. The LEA has in place additional learning opportunities to support students who have experienced learning loss. The district will continue to offer high quality educational opportunities for all students. The district will use the ESSER funds to help identify, locate and provide educational opportunities for vulnerable students and those at risk of failing to recoup lost skills. Academic impacts will be measured by student performance on local and state assessments, CBAs, and progress toward IEP goals. The district will look for trends in learning and focus instructional methods to remediate deficient skills.
Opportunity to learn measures (see help text)	The district offered the option of a district operated cyber program (K-12), Google Classroom (with synchronous and asynchronous options), a blended model consisting of both in-person and virtual instruction or full time in-person instruction during the duration of the school year. Throughout the past year, the district has routinely surveyed and communicated with families and students to identify their needs for technology (devices and access to internet) to ensure all students are adequately equipped to learn. During this process, building administrators, special education administrators, teachers and staff identified barriers to learning and discussed ways to engage all students in the learning process, whether it be in person or remote. As a result, all students who identified a need for technology were provided with the necessary equipment. The district provided thirteen staff trainings on Google Classroom to the staff prior to the start of school. The staff training focused on best practices for synchronous and asynchronous instruction. Additional time during the year was built into special education teacher schedules to assist students in the remote learning environment. In addition, five parent training nights were held to educate parents on the use of Google Classroom. The training educated staff on the ability to provide virtual lessons and online assignments to their students. Trainings will continue to

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>be offered as needed for teachers, parents, and students. The Technology Department will continue to assist students and families in either setting. The district has utilized many of the online features to engage their students and familiarize them with remote learning, both in the school building and remotely.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>No jobs were created or retained directly related to APR ESSER funding. The district did maximize staff members time by providing interventions to those students in needs through the Student Success Program. Needs were determined by multiple measures and specific, skill based interventions were provided.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>The district is committed to making a full recovery from the pandemic by focusing funds and resources from the ESSER grant to strengthen the educational opportunities for our students. The funds will be directed to those most vulnerable and impacted within the dynamics of our district (students from low income families, children with disabilities and students who did not consistently participate in remote instruction when offered). The district will continue to offer free breakfast and lunch for all students, provide means of technology to those in need, monitor academic progress by utilizing the STAR and EasyCBM tools, monitoring student growth and progress through IEP's, and frequent collaboration with service providers and staff. The district will measure chronic absenteeism through the districts SIS system (Focus) and the program will automatically reach out to families when a student is absent to monitor regular attendance and avoid chronic absenteeism. Through the provision of the ESSER grant, the district has been able meet the social/emotional needs of our students by providing a social worker on site four days a week. The LEA has implemented several programs to recoup lost skills as a result of the COVID-19 pandemic. An After-School Title Program, Classroom Success, and High School Tutoring Program were provided last year and continue to be offered this year. A Closing the Gap Summer School was offered to any student interested (K-6) as a result of the pandemic. Additionally, summer school was provided with no additional fee for any student in need at the Jr./Sr. High School level. The school psychologist was available and participated in the Summer School program to provide group and individualized interventions to facilitate social skills, study skills, organizational skills, and skill specific academic interventions. The district plans to continue to offer such program this summer with the ARP ESSER funds.</p>

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,085,944.00

Allocation

\$2,085,944.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$163,620.00	Assessment software tools;Virtual Learning software
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$7,000.00	Hotspot data service
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$32,456.00	Extended School Year program
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,152.00	Extended School Year program
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$11,423.00	Extended School Year program
1200 - SPECIAL			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,410.00	Assessment tools
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$253,944.00	Virtual Academy teachers; Close the Gap summer and afterschool programs; retention of HS math teacher; retention of classroom aides
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$54,735.00	Virtual Academy teachers; Close the Gap summer and afterschool programs; retention of HS math teacher; retention of classroom aides
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$19,750.00	Close the Gap summer and afterschool programs
		\$561,490.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,085,944.00

Allocation

\$2,085,944.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$110,291.00	Social Worker
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$428,009.00	School Psychologist and Guidance Counselors
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$308,695.00	School Psychologist and Guidance Counselors
2200 - Staff Support Services	100 - Salaries	\$396,290.00	Retention of school librarians
2200 - Staff Support Services	200 - Benefits	\$266,182.00	Retention of school librarians
2600 - Operation and Maintenance	400 - Purchased Property Services	\$14,987.00	Improve school safety
		\$1,524,454.00	

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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	\$253,944.00	\$54,735.00	\$19,750.00	\$0.00	\$7,000.00	\$163,620.00	\$0.00	\$499,049.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$32,456.00	\$8,152.00	\$11,423.00	\$0.00	\$0.00	\$10,410.00	\$0.00	\$62,441.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$428,009.00	\$308,695.00	\$110,291.00	\$0.00	\$0.00	\$0.00	\$0.00	\$846,995.00
2200 Staff Support Services	\$396,290.00	\$266,182.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$662,472.00

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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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$14,987.00	\$0.00	\$0.00	\$0.00	\$14,987.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,110,699.00	\$637,764.00	\$141,464.00	\$14,987.00	\$7,000.00	\$174,030.00	\$0.00	\$2,085,944.00

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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
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$2,085,944.00