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	March 13, 2020 will forever be a date in the education world no one will forget. The amount of learning loss since that time will be difficult to measure for school districts, but we and all other schools will strive to do what is best for kids. Paper packets were immediately prepared for students for the remainder of the 19-20 school year, but they are the lowest form of student engagement possible. Teachers, counselors, and administrators routinely called students to offer personalized instruction, assistance, and support, but unfortunately, the learning all but ceased. Some teachers began playing with virtual delivery but nothing formal was in place. All students in our district (grades 3-12) already had a 1:1 device, but students in grades PK-2 had nothing. This proved to be the biggest challenge during the summer of 2020. Realizing everyone needed to be prepared to instruct virtually for the start of the 20-21 school year produced challenges no one could have predicted. Once all devices were purchased, trainings took place weekly, leading up to the start of the 20-21 school year. Having no formal PSSA or Keystone data proved to be challenging, but we still benchmarked our students twice during the 20-21 school year. We normally benchmark three times. To everyone's credit, our elementary schools were both in-person all school year. Our secondary schools were limited to in-person instruction for the first and fourth quarter, while predominantly remote quarter two and three. However, students still took PSSAs in the Spring of 2021 and once scores were released in the fall, we realized a 30% decrease in proficiency in some subjects and/or grades. In addition to the PSSA scores, we rely heavily on PVAAS (which cannot be released soon enough). Growth is something we value greatly, and although we are still benchmarking, still progress monitoring, and still using local assessments, and adopting Acadience (formerly DIBELS) at the Primary level, we are greatly concerned about the widening gap in academic gains. Finally, from our ARP ESSER Stakeholder Survey issued last fall, we are using the information gleaned from it to chart our course moving forward.
Chronic Absenteeism	Prior to COVID-19 our district was fortunate enough to partner with a community provider for Truancy Monitor services. The relationship yielded positive results with regards to student attendance. So many more SAIPs were conducted and ultimately proved beneficial. However, soon after the onset of our pandemic, the agency's truancy monitors were no longer employed and attendance during the fourth quarter of the 19-20 and 20-21 (all) school year was difficult to track. Judging attendance by who completes a packet or who jumps on a Google Meet is not real reliable. During the 20-21 school year, we did offer in-person instruction, live remote, district sponsored cyber education, and of course many students chose outside

	Methods Used to Understand Each Type of Impact
	cyber education providers. Clearly, attendance took a hit and, which likely attributed to lower student performance. One area that did increase dramatically was the number of home visits conducted by administration. One attempt to increase parent involvement (at the elementary level) was the implementation of the Seesaw Learning Management platform, at the start of the 20-21 school year. This was widely accepted and has revolutionized communications at the elementary level.
Student Engagement	As noted earlier, from March 2020 through June 2020, paper packets were distributed here in the district. There was little student engagement as a result of this, but our aides, teachers, counselors, and administrators all made it a point to remain in contact with children as much as possible. Providing feedback is essential to the learning process, and to the extent possible, it was given. As noted above, our elementary team did implement a digital LMS, with the intent of bringing parents, students, and teachers together in one communication platform. Terms like synchronous and asynchronous learning soon became buzz words we all spoke everyday. To start the 20-21 school year, Grades K-5 committed one teacher (per grade) to educate those who chose live remote learning. All teachers in Grades 6-12 facilitated both live remote and in-person synchronous instruction. Additionally, our district contracted with VLN for those children who wanted off campus asynchronous learning. This proved very difficult and the live remote learning option was not afforded when the start of the 21-22 school year began (only to COVID related isolations and/or quarantines). Due to the mitigation strategies we have incorporated this year, no building has had to go virtual, and we are very proud of that.
Social-emotional Well-being	CASD students take part in the PAYS survey, and are routinely being exposed to appropriate age level social emotional learning curriculum. Our SAP teams meet monthly to discuss students of concern and parents are involved to the greatest extent possible. So much of SEL and what it is and how it is measured it grounded in School Culture. It is our belief that each school has multiple cultures within and certainly the social and emotional health/stability is one of them. Feedback provided to students, the appearance of the building, the feeling you get when you walk into any building, the value of literacy, the friendliness of the cafeteria personnel, the motivation to learn……they and many many more things contribute to School Culture. SEL is just one measuring stick. Never before has student (and staff) mental health been so closely monitored. It is our responsibility to monitor this and provide learning opportunities when we can. Our district already has a mental health professional on staff and tried to hire a second one in the fall of 2021, but soon after being hired, she left and went back to her previous employer. Our district has since reached out to the IU for additional subcontracted services related to SEL and Mental Health.
Other Indicators	none

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 CASD recognizes the significant impact COVID has had on the community, our schools, and especially our students with special needs. To limit any current and potential learning loss, the district has implemented specific strategies to measure, mitigate and limit negative impact of the pandemic. IEP goals are specific for each student and based on individual levels and needs. Baselines are established at the beginning of the school year or after extended breaks to assess any losses that occurred. Progress on goals is closely monitored using research-based approaches and assessment tools on a regular basis to determine if growth is on target or if instructional changes need to be made. Data sources for progress monitoring include daily behavior charts, weekly grade checks, Acadience reading and math assessments, standardized writing rubrics and specific curriculum-based measures.
Students from low-income families	While the clear majority of our families are deemed low-income, the universal free breakfast and free lunch has been wonderful for everyone. This truly has "leveled the playing field" with respect to food being available to children. What is of concern, however, is the number of homeless families (as a result of low or no income) we are servicing. The McKinney Vento Act is in place to protect the rights of the homeless, and we will offer those services as necessary. We will also relying heavily on the Economically Disadvantaged subgroup identified with the PSSA and Keystones. This affords us the opportunity to quickly see the performance of that particular subgroup. We will then track that data against benchmark assessments given multiple times throughout the year.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children and youth in foster care	The number of children identified here is growing more and more each year. We had kids on vans for over two hours per day, just to remain in their resident school......and they were happy to do so. However, the impact of such a growing number of kids is frightful. Those same kids still take the benchmarks, PSSA, Keystones, ESGI, Acadience, and local assessments, but the gaps are widening each year, especially as the number of children comprising this "new subgroup" rises.

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	Meeting the mental, emotional, social health needs presented by all students, faculty, staff, and administration during and after the COVID-19 pandemic will be Strategy #1 for the Corry Area School District. This has been the most trying time for everyone and the affects may linger for years. The number of student SAP referrals has skyrocketed and teacher absences increased. Certainly, isolations and quarantines have taken their toll on everyone, but the mental, emotional, and social needs can often be hidden and unattended. That, precisely, is our Strategy #1.

   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:**

empathy, forgiveness, teamwork, grit

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

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	"Learning Loss" and "Academic Impact" are terms often used when discussing educational impacts of COVID-19. While we can certainly (and are) addressing current needs with after school tutoring and such, it may be multiple years to gain a true understanding of the Academic Impact of COVID-19. Early foundational skills are necessary for advanced analysis, later in one's education. We will address learning loss from a myriad of strategies, all intended to bridge the academic gaps created by the COVID-19 pandemic.

   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:**

empathy, forgiveness, teamwork, grit

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

In the fall of 2021, our district pushed out to the entire school community (community, parents/guardians, students, teachers, staff, administration) a stakeholder survey related to the ESSER funding made available. This survey was promoted via facebook, mobile push notifications, Twitter, and a letter from the superintendent. Included in the survey was the following, which yielded 288 responses (of which 131 were CASD employees):The American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief Fund (ESSER 3.0) is providing funding to the state of Pennsylvania and schools to address learning loss and challenges for students due to the COVID-19 Pandemic. The Corry Area School District will receive a portion of these funds, but the funding does come with strict guidelines for how it can be used. The Corry Area School District must submit a detailed plan to the PA Department of Education explaining how it will use ESSER funds to address student needs, including learning loss related to COVID-19. The funds received can be used from now until September 24, 2024. Therefore, we are seeking feedback from stakeholders, such as parents, students, employees and community members, to assist in developing its plan, and specifically the use of these funds. Recently, additional funds have been made available to states and schools to be used specifically on social, emotional, or mental health supports, professional development for staff to address the social, emotional, and mental health needs of students, reading improvement, summer school and after school programming. Thank you for taking a few minutes to share your thoughts about needs, resources and effective investments for this one-time funding. Stakeholders wishing to participate in this process should complete the survey by 5:00 p.m. on Friday, November 19, 2021.

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)**

Via a Google Form, survey results will be tabulated and reviewed. Budgetary considerations will be made by taking the results of the survey and weighing them against available funds and district priorities. Common survey responses will be given priority when planning. Specifically, categories that received the most input/interest were 1. Provide Social, Emotional, and Mental Health opportunities 2. Deliver Interventions for students needing additional support 3. Ensure all students receive high quality instructional materials 4. Technology needs, Improving Indoor air quality, extend instructional learning time

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 Corry Area School District ARP ESSER Plan will be presented to the School Board of Directors and posted on the district website. Although we have a very small ESL population, we will still publish the plan in Alternative Languages. Copies of the plan will also be made available in hard copy format.

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 Corry Area School District will implement multiple strategies to address the impact of lost instructional time. Although our elementary schools have never once had to close their doors and provide remote instruction, our middle and high schools did briefly during the second and third quarters of the 20-21 school year. Fortunately, as of February 2022, no school in the CASD has had to go remote during the 21-22 school year. That is not to say "disruption" has not occurred.....it has. Sub-groups within our district (students with disabilities and economically disadvantaged) have experienced difficulty like never before. As a district, we will, however, continue to rely on data and observation to drive our course of action. Students in grades K-2 are assessed using ESGI and Acadience and students in grades 3-11 are benchmarked at least twice per year. Results from those assessments, as well as PSSA, PVAAS, progress monitoring, and locally developed ones are the basis for after school, summer school, and during the day remediation. By using PDE Emetric, we will drill down to specific gaps within each and every student receiving additional support. Via ESSER funding, we will continue to support hot spots to those in need. To measure the effectiveness of said opportunities, we will look to expand on the use of Acadience at the elementary level and introduce CDTs at the secondary level. Additionally, targeted cross grade level discussions will take place to determine identifiable gaps in student achievement.

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. We will continue to support the Social, Emotional, and Mental health needs of our students by contracting with our local Intermediate Unit. b. Summer and After-School learning opportunities/experiences will be available to those who are chronically absent.c. We will continue with the purchasing of all needed PPE, so as to ensure our facilities are clean and disinfected. CDC guidance will be the focal point of our mitigation strategies, but alternatives will be considered as well. Community input will be offered any time our Health and Safety Plan is altered.d. Our district is in the final stages of embarking on a building construction plan that focuses on improving air quality. While ARP ESSER funds will not address the new roof or

reconfigured office space, it will target conditioned air throughout the middle and high school building.

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)

The CASD high school A-TSI team has aligned their strategies directly with interventions in the evidence resource center as part of their plan. Included in the plan are co-teaching, curriculum alignment, and check and connect interventions.

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	7,570,809	20%	1,514,162

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	Our LEA will monitor student attendance, Keystone and PSSA results, PVAAS data, PSAT and SAT data, ESGI, Acadience, Study Island Benchmark data, and other locally developed assessments.
Opportunity to learn measures (see help text)	All students in grades K-12 are issued a personal learning device. Teachers and students are taught how to manipulate our learning management systems (Seesaw at the elementary level and Google Classroom at the secondary level).
Jobs created and retained (by number of FTEs and position type) (see help text)	Excess costs associated with Pandemic/Community Health Coordinator not covered by local county grants. We will also employ a Computer Technician
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Our district will review enrollment in after-school and summer school programs for regular attendance and academic progress. Based on enrollment numbers, programs may be adjusted to recruit maximum number of students.

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[1]. 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.

[1]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

$7,570,809.00

Allocation

$7,570,809.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$400,000.00	Teacher salary for student learning loss/remediation (after school tutoring, summer programming, ESY, CCES, credit recovery, kindercamp)
1000 - Instruction	200 - Benefits	$280,353.00	Teacher salary for student learning loss/remediation (after school tutoring, summer programming, ESY, CCES, credit recovery, kindercamp)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$360,000.00	On-site supports for Social Emotional Learning
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$160,000.00	On-site supports for Social Emotional Learning
			Data review to identify

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$45,000.00	areas of concern and develop an action plan to address learning loss specific to eligible content needing improvement
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$20,000.00	Data review to identify areas of concern and develop an action plan to address learning loss specific to eligible content needing improvement
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$25,000.00	Instructional supplies necessary for learning loss activities
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$123,809.00	Curriculum resources
		$1,414,162.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$7,570,809.00

Allocation

$7,570,809.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$6,056,647.00	Upgfrades to Corry Middle-High School HVAC system
2700 - Student Transportation	500 - Other Purchased Services	$100,000.00	Transportation of students participating in after school, summer school, and other Learning Loss programs
		$6,156,647.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$400,000.00	$280,353.00	$0.00	$0.00	$0.00	$0.00	$0.00	$680,353.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$45,000.00	$20,000.00	$0.00	$0.00	$0.00	$148,809.00	$0.00	$213,809.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$360,000.00	$160,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$520,000.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00
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	$6,056,647.00	$6,056,647.00
	$805,000.00	$460,353.00	$0.00	$0.00	$100,000.00	$148,809.00	$6,056,647.00	$7,570,809.00

	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				$7,570,809.00