

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 Athens Area School district will use a number of assessments to determine the needs of our students. These include, Acadience (DIEBLS), Spring Math, edInsight benchmark assessments, Classroom Diagnostic Tool (CDT), and local assessments. A summer program was instituted at all levels K-12 in the summer between the 20-21 and 21-22 school years. The elementary level focused on reading and math, while the secondary level focused on credit recovery. The district is hiring more social workers to help meet the social-emotional needs of our students. This is in conjunction with Caring School Community, a K-8 social-emotional wellness (SEW) program in place. An after-school tutoring program was put in place to provide extra assistance to students upon return to school from quarantine or isolation. An extra 1st-grade teacher at SRU, an extra 2nd-grade teacher at Lynch-Bustin, and a K-12 "Learning Loss" teacher have been hired as well.
Chronic Absenteeism	Attendance data will be collected from our Student Management System (PowerSchool). Truancy protocol will be followed with parental contact due to chronic unexcused absences. The Child Study Team (CST), and Student Assistance Program (SAP) Team will look specifically at students falling behind. RTII may also be used to address gaps due to absenteeism.
Student Engagement	Extra classroom teachers and instructional aides were hired to reduce class size, decrease the faculty/staff to student ratio and assist with student engagement. The learning loss teacher was hired to increase the engagement of students while they are quarantined or isolated due to COVID-19.
Social-emotional Well-being	The district already implements a SEW, called Caring School Community for students K-8. The district already had one social worker to assist with student mental health. In addition, 3 more social workers will be hired to help manage the social-emotional well-being of students K-12. These social workers, in conjunction with existing school counselors, and school psychologists will assess students identified as being in need. SAP teams are currently in place and the CST process will also assist in this area if needed.
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
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>The AASD will use a number of assessments to determine the needs of our students. These include, Acadience (DIEBLS), Spring Math, edInsight benchmark assessments, Classroom Diagnostic Tool (CDT), and local assessments. Progress monitoring will be conducted to determine what success the students are making and where they still have skill/knowledge deficits. Instruction by regular education teachers and a special education teacher will focus on identified areas of need. In addition to academic needs, IEP holders will monitor students for other needs as well, social-emotional, speech, etc.</p>
<p>English learners</p>	<p>The AASD will address any barriers that may prevent a child from learning (i.e. language deficiencies, cultural and relocation issues, etc.). Assessments will be given by ESL teachers with the results allowing teachers to focus our instruction on the skills that our students have missed due to COVID-19. Formative assessments will continue to be given to inform instruction by the regular education teacher and the ESL teacher.</p>
<p>Students from low-income families</p>	<p>The AASD will utilize our social workers to assist our low-income families in finding the needed and necessary supports that will help them. We will continually look for ways to support our families outside of the school day and assist them with helping their children academically, socially, mentally, and physically. This will include afterschool tutoring and the addition of a learning loss teacher.</p>

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
	The AASD will find ways to increase student learning and decrease student

	Strategy Description
Strategy #1	<p>learning loss for all students. Teachers will use student data from September of 2021 using Acadience Reading and Math assessment scores, edInsight Benchmarks, CDTs, PSSA, and other assessments. Teachers will use formative assessments continually and refer struggling students to the CST. Adjustments to instruction will be made based on the information provided by the assessments given to students. The addition of teaching staff, both classroom teachers and a learning loss teacher will reduce the student-teacher ratio allowing for classrooms that are socially distanced and decrease the need for quarantining students. The reduction of class size will increase individualized instruction being provided to students. ESL teachers will work with students to identify areas of need. Once identified, ESL teachers will collaborate with regular education teachers to provide additional support to ESL students. Additional time may be provided if needed.</p>

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

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The social-emotional well-being of students is a major concern for the AASD. This need has been intensified due to the loss of school time while students worked remotely or due to quarantine and isolations. Social-emotional wellness will be addressed in K-8 with the Caring School Community SEW program. In addition, 4 social workers will be available K-12 for any student who demonstrates a need for additional support. These social workers will address any mental health concerns that a student may have. They will also act as a liaison between the school and home to improve the bond that is necessary for students to increase their achievement.

i. Impacts that Strategy #2 best addresses: (select all that apply)

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

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on

underserved student groups by race or ethnicity)

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The COVID-19 pandemic has created a major disruption to the Athens Area School District, causing us to adapt to unique circumstances that are constantly changing. We have had to implement several different learning models including in-person, synchronous virtual learning provided through Zoom in conjunction with Seesaw or Schoology, hybrid in-person/synchronous learning, and our asynchronous Wildcat Online Learning Academy (WOLA). Parent surveys were used to collect valuable information regarding the best way to provide safe, meaningful instruction for our students, how to safely transport our students and how we could provide meals for our students while they were not attending school via traditional, in-person learning. A committee and many sub-committees were created which included school and district administrators, support staff, regular education teachers, special education teachers, and parents to determine the best course of action for the AASD. This information was used to plan for the delivery of instruction and ultimately for how the ARP ESSER funds were utilized.

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 AASD used the survey results and decisions from our Pandemic Team to make academic decisions that needed to be supported by the ARP ESSER funds. Our community wanted students to remain in-person as much as possible while ensuring that students remained safe. This information was used to develop learning models to meet the needs of all stakeholders. These included in-person, synchronous remote learning, hybrid in-person/synchronous remote learning, and the asynchronous WOLA. ESSER funds are being used to make the school day during COVID-19 as normal, but also safe as possible. ESSER funds continue to be used to

maintain and increase this level of teacher supports so that all students have their needs met. It was noted that students struggled with emotional health, staying focused and engaged, and adapting to virtual and asynchronous learning formats. As a result of the proactive health and safety measures the AASD took and the robust variety of learning options, parents were thankful that district doors remained open for in-person instruction for the majority of the school year. Those who were not comfortable sending their students to school had several remote options to choose from. The information and feedback provided by our Pandemic Team ultimately drove decisions in the development of our plan for the use of ARP ESSER funds.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The AASD administration made the instructional decisions for the 2020-2021 and 2021-2022 school years based on information learned through multiple meetings. A budget was prepared including how and where the ARP ESSER funds would be allocated. The Business Manager presented this information on multiple occasions at public board meetings. The Business Manager and Superintendent have been available throughout this process to answer any questions dealing with how the ARP ESSER funds have and continue to be spent.

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 AASD will implement several evidence-based interventions that will be utilized over three years to address the impact of the lost instructional time due to COVID-19. Smaller class sizes: All children, especially special needs, ESL, and low income, need smaller classes for more academic and social-emotional support, and they will need this due to learning loss suffered from the COVID-19 pandemic. Smaller classes also allows for greater social distancing which will result in fewer students needing to quarantine. Research shows smaller classes lead to better outcomes for all kids – especially those who need help the most. Class size reduction results in better grades and improved outcomes for students. Increased number of social workers: School social workers play an important role in bridging the gap between school and home. They are also equipped to handle the diverse needs that our students come to school with on a daily basis. They are an asset to our team in many ways, especially when it comes to absenteeism and counseling. After school tutoring: Afterschool tutoring will be utilized to close the gap of students who have been required to quarantine or isolate due to COVID-19. Teachers at all district buildings will provide tutoring twice a week after school to work with students who require additional support. This is especially important for our vulnerable populations. Learning Loss Teacher: A teacher was hired to work directly with students while they are quarantined or isolated from school. This will help mitigate the amount of loss that occurs while they are out of school.

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.

The AASD will continue to fund teachers and instructional aides to reduce class size and decrease the student-to-faculty/staff ratio. The learning platforms Seesaw and Schoology have been essential in the education of students while out of school due to quarantine and isolation. Learning management systems will continue to assist teachers to keep students engaged while they are out of school. The ESSER funds dedicated to our LMS will make sure that all students have the necessary access needed to maintain education regardless of location or situation. The AASD will use Acadience, edInsight, and other assessments to determine student achievement and dictate future instruction. Mitigation Strategies: We will continue to follow all CDC guidelines and work to maintain the health and safety of all students. AASD will purchase

cleaning and sanitation supplies to continue to keep all facilities clean and sanitized. PPE will continue to be used to help mitigate the spread of COVID-19. Facilities Improvements: An outdoor learning space will be added to the middle school to decrease student density in classrooms. Bi-polar ionization units were purchased, to improve air quality. Maintenance and upkeep will be an important part of ensuring the highest quality air in the schools. Touchless sinks and audio speakers will be used to mitigate the spread of COVID-19 and to make larger learning spaces available for instruction. A new playground will also be purchased to allow students to socially distance while at recess.

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 AASD consulted with the Evidence Resource Center and reviewed many of the strategies that were named. Our High School is designated as an ATSI school. They will utilize the Evidence Resource Center when evaluating new materials to purchase. The Evidence Resource Center has several strategies that may be utilized, including truancy prevention. The high school has implemented an incentive program to reward attendance and grades. All students are eligible for this incentive. The guidance counselors and social workers will be an important part of our chronic absenteeism efforts. School Attendance Improvement Plans will be held for students who have met the thresholds for unexcused absences. Administration and counselors will be involved throughout this process.

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	4,456,021	20%	891,204

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)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>AASD students will receive a baseline assessment at the start of the year and an end-of-the-year assessment to determine growth and achievement. Teachers will also use formative assessments, throughout the year to make adjustments to instruction. Assessments used are Acadience, STAR Reading and Math, Spring Math, edInsight benchmarks, CDTs, and local assessments. Results of these assessments will drive instruction and instructional changes moving forward. The elementary schools utilize RTII to provide instruction to all students on identified skill deficits. The middle and high school utilize a "What I Need" (WIN) period to address gaps at the secondary level. A summer program focused on reading and math at the elementary school and credit recovery at the secondary level was implemented this past summer and will be evaluated for the upcoming summer based on need. ESY services are offered to those who qualify every year. Smaller class sizes will allow for more individualized instruction and flexible grouping. We are also adding after-school tutoring directly tied to learning loss due to quarantine or isolation. The SEW program Caring School Community will be used to address trauma and other tier I mental health issues. School counselors, social workers, and psychologists will work with students identified as having greater needs. Professional learning Communities will take place during common planning time at all schools every day. These include data discussions, instructional planning, Child Study, and parental contacts.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>Student learning is obviously the focus of the AASD, however, we have placed a premium on continuing education and professional development for faculty and staff as well. Professional development on our LMS and technology purchased to assist in the delivery of remote instruction has been and will continue to be provided as needed. Student engagement increases attention and has been part of our professional development as well. In addition, Webb's Depth of Knowledge and engaging instructional strategies continue to be a focus. Teachers must shift their approach with students learning remotely and with those who have returned from an extended absence. Professional development is a critical part of this process</p>

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	Data Collection and Analysis Plan (including plan to disaggregate data)
	and teachers need to be trained so that they can implement new practices within their classrooms. The AASD is a 1:1 district with technology. All students have a device (iPad, Chromebook, or laptop) and these devices need to be used to engage students in learning in meaningful and constructive ways. All district stakeholders students, staff, faculty, and administration need continuing education, and the ARP ESSER funds will assist with this experience for everyone.
Jobs created and retained (by number of FTEs and position type) (see help text)	The following positions have been added as a result of ARP ESSER Funds:1-first grade teacher1-second grade teacher1-learning loss teacher3-social workers6-part time instructional aides1-full time instructional aide
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	ARP ESSER funds were and will continue to be used for after-school tutoring and summer school.

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

\$4,456,021.00

Allocation

\$4,456,021.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$680,000.00	3 ADDITIONAL TEACHERS FOR 3 YEARS FOR LEARNING LOSS
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$421,600.00	TEACHERS/AIDES TO RUN SUMMER REC/ACHIEVE
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$186,421.00	MISC SUPPLIES TO AIDE IN LEARNING LOSS
		\$1,288,021.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$4,456,021.00

Allocation

\$4,456,021.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
3200 - Student Activities	600 - Supplies	\$120,000.00	SUMMER REC/ACHIEVE SUPPLIES FOR 3 YEARS
2700 - Student Transportation	500 - Other Purchased Services	\$48,000.00	TRANSPORTATION FOR 3 YEARS FOR SUMMER REC/ACHIEVE
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$450,000.00	ADDITIONAL COUNSELORS TO ASSIST WITH THE SOCIAL/EMOTIONAL SIDE OF THE LEARNING LOSS
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,500,000.00	BUILDING IMPROVEMENTS TO AIDE IN SOCIAL DISTANCING/MITIGATING COVID19.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,050,000.00	PROFESSIONAL DEVELOPMENT FOR EDUCATIONS FOR ANALYSIS OF STUDENT DATA, LEARNING LOSS

Project #: 223-21-0014
Agency: Athens Area SD
AUN: 117080503
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
			RECOVERY, AND INSTRUCTIONAL PLANNING.
		\$3,168,000.00	

**Project #: 223-21-0014
Agency: Athens Area SD
AUN: 117080503
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$680,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$186,421.00	\$0.00	\$866,421.00
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	\$421,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$421,600.00
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	\$450,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$450,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$1,050,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,050,000.00

**Project #: 223-21-0014
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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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	\$48,000.00	\$0.00	\$0.00	\$48,000.00
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	\$120,000.00	\$0.00	\$120,000.00
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	\$1,500,000.00	\$1,500,000.00
	\$1,101,600.00	\$0.00	\$1,500,000.00	\$0.00	\$48,000.00	\$306,421.00	\$1,500,000.00	\$4,456,021.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

Project #: 223-21-0014
Agency: Athens Area SD
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Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$4,456,021.00