

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

### **LEA ARP ESSER APPLICATION**

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

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

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

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

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

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4)

Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
<b>Academic Impact of Lost Instructional Time</b>	Benchmark data and curriculum-based assessments was/is reviewed to examine trends in student performance in Grades K-12. Data indicates a disparity between students who have remained on level and those who continue to perform below grade level expectations.
<b>Chronic Absenteeism</b>	Absentee data was/is reviewed and indicates that students with previous attendance issues continue to follow a pattern of inconsistent school attendance at all grade levels.
<b>Student Engagement</b>	Parent, student and teacher surveys indicate that strategies needed/need to be implemented and improved across all three learning models (In-person, Remote and Full Cyber).
<b>Social-emotional Well-being</b>	Data indicates SAP referrals, guidance referrals and referrals for mental health services via social workers has increased. Parents indicate that having social service provisions in place for this school year and beyond is very important based on feedback survey.
<b>Other Indicators</b>	

### Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Benchmark data indicates that performance of students in this student group indicate a higher than average number of students below expected grade level performance.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Benchmark data indicates that performance of students in this student group indicate a higher than average number of students below expected grade level performance.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Benchmark data indicates that performance of students who did not participate consistently in remote learning and/or in-person instruction (when district was able to return to this model) performed below expected grade level performance.

### 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	All students in the AGASD have been provided devices to access instruction. Families who need them have been provided "hot spots" to access internet services. Technology support (technology coach) was readily available for families when having difficulty accessing instructional materials. Throughout the pandemic students continued to have access to free meals. Modified schedules were created for students to enter buildings in order to access support needed to continue with lessons. Classrooms were/are equipped with Promethean Interactive Panels to facilitate instruction.

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

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

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

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

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

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

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

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

	Strategy Description
<b>Strategy #2</b>	Students identified with disabilities were continually monitored and provided services either remotely or in-person. Upon returning to in-person instruction, the district maintained a remote Wednesday and yet continued to provide transportation for students at-risk to receive individualized supports additionally on this day. District administrators regularly made home visits to monitor students and their participation in instruction.

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	The district provided instructional recoupment in the form of a summer learning program for our district elementary/middle school students and a credit recovery program for our high school level students. Transportation, breakfast/lunch was provided to all students.

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.)

A three part survey was administered to families, teachers and students soliciting opinions and suggestions relative to the district's response to the impacts of the pandemic and continued efforts in addressing the impacts. It should be noted, throughout the pandemic multiple surveys were posted with hard copies and translated copies available upon request. In addition, relative to accessing technology so in order to participate in surveys of the like, the district upon request to the building administrator, were provided "hotspots" for access to internet. Regular sessions/videos were provided for parents to be informed, as well as, livestreaming of monthly board meetings with closed caption. A specific portal was established for FAQ's as parents would seek clarification regarding district plans and initiatives. The district's Superintendent would regularly post updates relative to plans and initiatives.

#### 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)**

Data acquired from the survey has provided district administrators a foundational base for making decisions regarding allocations. In addition, the district utilized the input of teachers and students as a roadmap for expansion of current allocations.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a

parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The district will make the plan available on the district website. The district will have the plan readily available for review in the district's administration office. The district will provide and alternate format upon request. In addition, 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.



## **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 district has allocated funds to continue with and expand its contract with Step By Step Learning which is also funded via Title I monies. Our partnership with SBSL will include interventionist and programs specific to elementary and middle school literacy. Our data indicates that Grade 2 specifically is experiencing the most consequences as a result of the pandemic. Prior to the pandemic our middle schools demonstrated a pattern of below grade level performance relative to literacy. Our middle schools below performance is amplified as a result of the pandemic. The district will allocate funds for 2 Interventionists to serve 5 elementary schools and 1 interventionist to serve 2 middle schools. SBSL will utilize data collected from ACADIENCE (K-5) and will base interventions on the utilization of the Student Guided Assessment Tool for grades K-8. A course of intervention/remediation will be generated by each student's initial assessment. Reports regarding student progress will be generated via ACADIENCE and The Student Guided Assessment. (2.) The district will allocate funds to support teachers with professional development and time to create courses that will be used specifically for remote/cyber students. Currently, students participate in a cyber program supported by the AGASD, however, increased engagement and support would benefit these students and can only be done so via our curriculum and our teachers. Teachers will utilize CANVAS to create course shells that will serve as our cyber program. (3.) The district will allocate funds to support an early learning center already established within the district. The district will allocate funds to support 2 teachers and 2 aides for the program. This program not only yields results academically but also socially and emotionally while providing families to have quality child care so to meet the demands financially as a result of the pandemic. (4.) The district will allocate funds to support the continuation of services of a technology coach and technician. The purpose of the position is support parent, teachers and students with technological related issues and usage. Data indicates that parent, teachers and students highly support the continuation of this service. (5) The LEA with the support of the Intermediate Unit will plan for and implement a summer learning camp for Grades K-12. The plan will serve as a recovery program for students in Grades 9-12 specifically. The LEA will work with the Intermediate Unit to create, design and staff the summer program to meet the specific needs of our students. Assessments will be given both pre and post to measure gains. The Intermediate Unit will provide training to staff assuming the positions. The program will be in-person K-8 and both asynchronous and synchronous for Grades 9-12.

#### **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.

As the result of parent, teacher and student surveys, the AGASD will allocate funds with the goal of addressing the following: Learning Recovery, Social/Emotional/Physical Well-being, Facility Upgrades and the delivery of instruction via various models. That being said, the remaining funds will be allocated among the four fields as follows:

a. Continuity of Services: The district will allocate funds to sustain twenty (20) professional positions and four (4) non-professional positions. In addition, the district will allocate funds to contract mental health services over the term of the grant for 2.5 licensed social workers. The district will also allocate funds to offset costs associated with outside cyber programs while initiating a district managed cyber program. Finally, the district will allocate funds to support a full-time nurse to serve multiple buildings in the district addressing issues related to the pandemic and its impact.

b. Access to Instruction: In addition to the initiatives including in the budget, the district will allocate funds to sustain one (1) tech support position which ensure that parents, teachers and students have access to devices and issues related to such will readily be addressed. In addition, funds are allocated for additional technology infrastructure updates and replacements. The district will allocate funds for teachers to facilitate remote instruction when necessary for students. Additional funds will be set aside to support students whose goal is to participate in College in High School Courses, SAT/ACT Participation and Advanced Placement Exams in an effort to minimize the financial hardship impact for all students capable of participation. Funds will be allocated for a systemic review and realignment of existing curriculum that will reflect resources and materials acquired through funding, as well as, shifting focus to identified priority standards and equity within the classroom. The district will allocate funds to support the purchase of materials that will reflect realignment in terms of textbooks, workbooks and additional related materials.

c. Mitigation Strategies: Funds will be allocated to support the participation of food service staff in the ServSafe Training and Exam over the course of 3 years. Additionally, the district will allocate funds for the replacement of electrostatic sprayers for transportation and various buildings over the term of the 3-year grant.

d. Facilities Improvements: To better meet the demands of meals at our high school, funds will be allocated to purchase 2 stackable rational combi ovens. The ovens will provide for more efficiency and enable staff to prepare meals for prepacking when necessary for families who would need them. The district will allocate funds to support improvement of indoor air quality via an advanced filtration/upgraded HVAC system in 5 buildings.

#### **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 Albert Gallatin Area School District has reviewed the Evidence Resource Center. The district currently utilizes Acadience in Grades K-5 for benchmarking, progress monitoring and in guiding the development of instructional plans for students. In addition, the district will utilize the consultants from Step by Step Learning who have provided research and evidence based data on the effectiveness of their models for remediation and interventions when implemented with

fidelity. In addition, the district intends to allocate funds based on surveys from parents, teachers and student whereby mental health has been prioritized specifically at the high school, the district ATSI designated school. Direct services will be provided as a result of an agreement for services designed to meet the needs of students individually once referred. Services will address the students' social/emotional needs and attendance issues if related. In addition, the district currently has various staff members in the program of Check and Connect.

#### 10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	11,260,410	20%	2,252,082

## Section: Narratives - Monitoring and Measuring Progress

### Section IV: Monitoring and Measuring Progress

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

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

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Students will be benchmarked multiple times throughout the school year. The district has disseminated a calendar for benchmarking and will utilize various platforms relative to grade band. In addition, to benchmark assessments, the district will regularly administer curriculum based assessments while also continuing with a progress monitoring schedule.
<b>Opportunity to learn measures (see help text)</b>	Student Engagement Attendance is and will continue to be monitored and tracked while attendance elimination plan will be implemented Students will be assessed via benchmarking, progress monitoring and formative assessments. Professional Development for teachers has/will continue to be offered on a regular basis and upon individual requests. The technology coach has established a schedule for building teachers to access individualized ongoing technology support. The technology coach maintains a log of support provided and monitors effectiveness through feedback surveys. SAP referrals at all grade bands will continue to be monitored. Access to Technology Tech Department and Tech Coach will continue to provide support for families, teachers and students relative to utilizing platforms and access. Tech Department has developed a cycle of purchasing devices and hardware. Thus, access to technology will be measured in terms of parent, teacher and student surveys. In addition, the platforms GoGuardian and Clever will provide data usage reports.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	The district intends on allocating funds to support 18 professional employees (teachers), 2 administrative positions (building principals) and 4 support staff. The positions are significant in that they are directly related to instruction, effective management and monitoring of buildings and the maintenance required to meet the guidelines related to the pandemic.
	District will continue to allocate funds supporting the K-8 Summer Learning Camp and the 9-12 Credit Recovery Program. Student attendance will be

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<p>tracked. In addition, student growth will be measured by a pre/post assessment and daily curriculum-based assessments. Grades 9-12 growth will be measured in successful completion of the courses enrolled. The district will allocate funds to support 2 teaching positions and 2 paraprofessional positions as part of the district's partnership with our early learning provider. Students in this program will participate in programs that support early learning activities in alignment with district goals. Students will be assessed and data reviewed relative to learning progress.</p>

## Section: Narratives - ARP ESSER Assurances

### ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the



25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$11,260,410.00

**Allocation**

\$11,260,410.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,852,580.00	Instructional Staff Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,195,451.00	Medical Insurance, Social Security, Retirement & payroll related benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$2,030,000.00	Purchased Professional & Technical Services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$1,467,407.00	Tuition Payments
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$350,000.00	Instructional Text Books
1100 - REGULAR PROGRAMS – ELEMENTARY /	700 - Property	\$105,000.00	Chromebooks and Notebooks

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Function	Object	Amount	Description
SECONDARY			
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$555,368.00	Instructional Staff Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$338,779.00	Medical Insurance, Social Security, Retirement & payroll related benefits
		<b>\$8,894,585.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$11,260,410.00

**Allocation**

\$11,260,410.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$575,424.00	Administrative positions
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$222,213.00	Medical Insurance, Social Security, Retirement, & payroll related benefits
2400 - Health Support Services	100 - Salaries	\$117,600.00	Nurse Salary
2400 - Health Support Services	200 - Benefits	\$152,400.00	Medical Insurance, Social Security, Retirement, & other payroll related benefits
2600 - Operation and Maintenance	100 - Salaries	\$461,700.00	Salaries of Custodians
2600 - Operation and Maintenance	200 - Benefits	\$259,488.00	Medical Insurance, Social Security, Retirement & other payroll related benefits
2600 - Operation and Maintenance	700 - Property	\$37,000.00	New Electrostatic Sprayers

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Function	Object	Amount	Description
2800 - Central Support Services	100 - Salaries	\$70,000.00	Computer Technician
3100 - Food Services	100 - Salaries	\$30,000.00	Salaries of Food Service staff training
3100 - Food Services	700 - Property	\$90,000.00	Convi Ovens
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$350,000.00	Air quality Univents
		<b>\$2,365,825.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$2,852,580.00	\$1,195,451.00	\$2,030,000.00	\$0.00	\$1,467,407.00	\$350,000.00	\$105,000.00	\$8,000,438.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$555,368.00	\$338,779.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$894,147.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$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



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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$575,424.00	\$222,213.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$797,637.00
2400 Health Support Services	\$117,600.00	\$152,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$270,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$461,700.00	\$259,488.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,000.00	\$758,188.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$70,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$70,000.00
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	\$30,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,000.00	\$120,000.00
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	\$350,000.00	\$350,000.00
	\$4,662,672.00	\$2,168,331.00	\$2,030,000.00	\$0.00	\$1,467,407.00	\$350,000.00	\$582,000.00	\$11,260,410.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

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**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	\$11,260,410.00