

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	State assessments - PSSA and Keystone Local classroom assessments NWEA MAP Growth assessments Progress reports and nine week report cards
<b>Chronic Absenteeism</b>	Attendance reports
<b>Student Engagement</b>	Student Surveys PASS Survey Mentor sessions
<b>Social-emotional Well-being</b>	PASS Survey for students AIR Tool for Teachers - Self Assessing Social and Emotional Instruction and Competencies Mentor sessions
<b>Other Indicators</b>	Caregiver Surveys Staff surveys Technology surveys

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Surveys specifically for families of children with disabilities
Students experiencing homelessness	Attendance reports, grade reports and progress reports
Students from low-income families	Attendance reports, grade reports, mentor sessions

### 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**.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Limiting learning choices to encourage students to return to schools for learning opportunities.

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	Additional full time social worker to provide in class supports

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	Providing hot spots

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.)

Turkeyfoot Valley Area School District uses a variety of methods to engage in meaningful stakeholder consultation. Formal stakeholder meetings are held twice per year. Stakeholders include school staff, students, board members, parents and caregivers, community liaisons, business representatives, and educational partners. Stakeholder groups are surveyed multiple times per year to gather group specific data such as technology needs, special education needs assessments, student input, parent needs assessments, or staff needs. Surveys and need assessments are offered in multiple formats and advertised via social media, school website, automated phone messages, and print materials. Feedback is also gathered through informal means such as discussions, emails, phone calls, etc. Finally feedback is gathered during publicly advertised school board committee meetings and the discussions held at those sessions.

#### **5. Use of Stakeholder Input**

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The LEA will use the stakeholder input gathered from the last year along with the guidance and recommendations of government agencies (CDC, WHO, PA Department of Health, PA Department of Education) to develop a proposed plan. Stakeholder and public input on the proposed plan will be collected via surveys available electronically, in print, and by any other means needed to accommodate individual needs or disabilities. The review and access to the survey shall be advertised by multiple means to ensure reaching the highest number of

potential respondents. The data gathered during the public review period will be used to draft a final version that will be discussed at a formal stakeholder meeting. After approval of the plan by the stakeholder group, the plan will be discussed and approved at a Board of Directors meeting.

#### **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 Turkeyfoot Valley Area School District will take stakeholder input from the past year's sources and draft a proposed plan. It will be placed up for public review. The plan will be made available for review for a period of two weeks. Notice of the review will be made via social media, school website, automated phone messages, and print materials. At the conclusion of the review period a stakeholder group will meet to discuss any changes to the plan and the final plan will be made publicly available again upon approval of the plan by the Board of Directors.



## **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 Turkeyfoot Valley Area School District (TVASD) seeks to respond to the academic, instructional, social emotional, and mental health needs of all students through the equitable and coordinated delivery of structured and coordinated programs designed to remediate and recover lost or deficient skills, promote and retain the acquisition of new skills, and enrich and expand learning opportunities. The TVASD will offer the programs to all students in grades preK-12 by selecting and promoting programs and activities at developmentally appropriate levels. All students are housed in one building thereby ensuring equitable allocation of funding. The selection of programs and activities will be driven by data and based upon research proven strategies. Programs will be delivered in a safe and supportive environment by highly qualified teachers and support staff to ensure that students are able to learn in a safe and supportive environment. All efforts will be made to both promote and encourage students from the most vulnerable populations (homeless, economically disadvantaged, and students receiving special education services) to participate in the programs and include the use of transportation and meals to ensure all student needs are met and provided for to maximize the opportunity to learn. The district currently has a robust technology infrastructure and access to educational resources to support the implementation of the plan and ensure sustainability. The TVASD plans to use federal and state funding to continue the programs after the ARP ESSER funding has been expended. The TVASD plans to use the following programs: in school tutoring, after school tutoring and remediation/enrichment programs, summer learning opportunities and learning loss/credit recovery options. The programs will offer academic supports through the recovery of lost skills, remediation of deficient skills, enrichment of existing knowledge, and review/practice of current academic studies. The use of highly qualified teachers and technology will allow for the differentiation of supports to meet every learner at their present levels. Schedules will be made to provide for time in school to meet the needs of all learners. After school and summer programs will utilize transportation and meals, if needed, to provide access to the program for all learners. Data and input from teaching staff will be used to identify students who have poor attendance, are economically disadvantaged, have specific learning needs due to disability, or have poor performance on assessments or classwork. Students from those groups will be specifically targeted to attend through the use of communication with both students and caregivers. The multifaceted program should meet the immediate and long term needs of all students while providing time and opportunity to recover and remediate deficient skills to permit students to continue progressing through skills and grade levels at their own pace.

**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 Turkeyfoot Valley Area School District (TVASD) will use ARP ESSER funds to ensure that students have equitable access to a wide range of learning opportunities and supports for academic, social emotional, and mental health needs in a safe, supportive, and secure setting. The TVASD will also use funds to ensure that staff has access to all materials, resources, trainings, support, and environmental spaces needed to effectively deliver instruction, provide student supports, and maintain their social and emotional well-being in a safe and secure environment. Reflection on the impact of the pandemic in TVASD has revealed areas of need in the district facilities, programs, and support systems for all students and staff to ensure that all staff and students have equitable access to resources and supports for their individual needs. All students and staff are in one building thereby ensuring equitable allocation of funding to all students and staff in the district. The selection of projects, programs, trainings, and activities will be driven by data and based upon research proven strategies. All efforts will be made to both promote and encourage students from the most vulnerable populations (homeless, economically disadvantaged, and students receiving special education services) to participate in and utilize the services and supports whether using the district facilities or learning remotely. The TVASD plans to use district, federal, and state funding to continue the programs after the ARP ESSER funding has been expended. The TVASD plans to use ARP ESSER funds for a wide variety of purposes. Funds will be used to ensure the continuity of services and instructional access needed for the staff and students to be successful. The district will use funds to strengthen and continue building a positive school climate and culture of student focused learning and needs. Student academic needs will be addressed through addition of more learning, attendance, and mental health supports at all levels of intervention, particularly those student groups most vulnerable in our district (homeless, economically disadvantaged, and students with disabilities). The social emotional and mental health needs of students and staff will be prioritized with more trainings, supports, programming, supplies, materials, and physical spaces to use for both academic and mental health needs. The capacity for more efficient and timely communication between all stakeholders will be addressed. The school lunch program will receive needed replacement and upgrades of aging and failing equipment to ensure that students are provided with a wide variety of healthy and nutritious foods at all school programs both during regular school hours and at other times. The technology systems will receive any needed maintenance, supplies, program subscription, or materials to ensure a reliable, functional, safe, and secure learning platform accessible in and out of school. The operation of facilities and

**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 Evidence Resource Center was used to develop a preliminary list of programs and strategies to address learning loss, student social emotional and mental health needs, staff social and emotional needs and professional development, attendance, and school climate. The programs will be discussed and selected with stakeholder feedback. Other programs from the ERC not on this list will also be considered. Programs were selected with regards to the demographic of research participants, particularly students from economically disadvantaged backgrounds and students with disabilities, as well as grade levels. The following lists the programs taken from the ERC are being considered for use in each area:

- Student Social Emotional Learning
- We Have Skills – grades K-3
- Tools for Getting Along – economically disadvantaged
- PBIS – students with disabilities, economically disadvantaged
- COPE Healthy Lifestyles – ages 7-18
- Attendance and School Climate
- Texting With Parents – grades K-12, economically disadvantaged
- Monitors/Mentors– grades K-12, economically disadvantaged
- Early Truancy Prevention Program – grades 1-2, economically disadvantaged
- PBIS – students with disabilities, economically disadvantaged
- Learning Loss
- Volunteer Summer Reading Program – grades K-2, economically disadvantaged
- Mandatory Summer School – economically disadvantaged
- Warriors After School – students with disabilities, economically disadvantaged
- High Does Tutoring During School Day – students with disabilities, economically disadvantaged
- School Based After School Programs – students with disabilities, economically disadvantaged
- Teacher SEL Needs
- CARE Program
- CALM Approach to Learning
- Conscious Discipline – economically disadvantaged

**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>	792,306	20%	158,461

**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>	Data on student learning can be gathered from many sources within the. The district currently uses NWEA MAP growth assessments in grades 3-12 in ELA and Math. Grades 1-2 use the MAP Reading Fluency Tool. Grades 1-2 also use DIBELS. The data collection can be expanded to K. Data on classroom performance and assessments can be accessed at any time through the grade management systems in grades. Student progress and benchmarking is available to staff but not used consistently. A review of the available programs and selection of a uniform benchmark assessment needs to be done. Teachers have access to multiple programs but do not access them uniformly across grade levels.
<b>Opportunity to learn measures (see help text)</b>	The TVASD will use surveys created in a program that can be distributed electronically through email, messaging, web-links, and to social media as well as print versions. Surveys will be uniform and repeatedly offered after implementation of programs or activities to accurately gather data in a uniform and consistent manner.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	The administrative secretary maintains records of employment. The secretary will continue maintaining those records for any staff hired or retained with ARP ESSER funds and the will work with the Federal Programs Director to ensure all reporting requirements are maintained.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	A list of students recommended for participation will be compiled based on growth assessments and/or classroom performance as well as students in at risk sub groups (students with disabilities, economically disadvantage, and homeless). The coordinator will reach out to students and caregivers to encourage and promote the programs being offered. Attendance records of participation will be maintained. The classroom performance and growth of student skills participating in tutoring will be monitored by the tutoring coordinator.

## **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**

\$792,306.00

**Allocation**

\$792,306.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$22,500.00	Salary for hiring of additional staff to provide tutoring services during the school day
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,500.00	Benefits for hiring of additional staff to provide tutoring services during the school day
			Services that could include but are not limited implementing a uniform SIS and LMS systems, technology services to maintain, repair, or protect the district wide technology infrastructure and WAN, purchase of devices and plans to provide access to

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$50,000.00	instruction outside of the school building, services or programs necessary to monitor and evaluate the effectiveness of programs funded with ARP ESSER, programs or services necessary to respond to the SEL needs of students, and any other service or program needed to implement the goals of the LEA's ARP ESSER Plan.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,306.00	Supplies and materials needed to implement the ARP ESSER plan that include providing access to high quality and well rounded education to include education in support of the SEL and mental health needs of all student, any needs related to technology supplies to access learning through technology and services such as SEL programs such as BASE by Edmentum.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$35,000.00	Salaries of staff hired to provide services for all after school tutoring or enrichment events and summer time educational opportunities such as enrichment camps or

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Function	Object	Amount	Description
			credit recovery/summer school experiences.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$35,000.00	Benefits for staff hired to provide services for all after school tutoring or enrichment events and summer time educational opportunities such as enrichment camps or credit recovery/summer school experiences.
1400 - Other Instructional Programs – Elementary / Secondary	400 - Purchased Property Services	\$10,000.00	Professional services for all after school tutoring or enrichment events and summer time educational opportunities such as enrichment camps or credit recovery/summer school experiences.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$70,000.00	Transportation and snacks/meals for all after school tutoring or enrichment events and summer time educational opportunities such as enrichment camps or credit recovery/summer school experiences.
1400 - Other			Supplies and materials for all after school tutoring or enrichment events and summer

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Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	600 - Supplies	\$10,000.00	time educational opportunities such as enrichment camps or credit recovery/summer school experiences.
		<b>\$263,306.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$792,306.00

**Allocation**

\$792,306.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$120,000.00	Contracted social worker position
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$3,000.00	Materials and supplies for the social worker and truancy officer positions
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$30,000.00	Salary for the hiring of a truancy officer
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$30,000.00	Benefits for the hiring of a truancy officer
2200 - Staff Support Services	600 - Supplies	\$20,000.00	Materials and supplies needed by the technology or library department to implement the LEA's ARP ESSER Plan

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Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$3,000.00	Services needed to promote and implement a staff SEL support program
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$3,000.00	Supplies needed to promote and implment a staff SEL support program
2400 - Health Support Services	600 - Supplies	\$20,000.00	Supplies needed in the school health office to implement the ARP ESSER plan.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$75,000.00	Services needed by the maintenance or custodial staff to implement the ARP ESSER plan.
2600 - Operation and Maintenance	600 - Supplies	\$150,000.00	Supplies needed by the maintenance or custodial staff to implement the ARP ESSER plan.
3100 - Food Services	300 - Purchased Professional and Technical Services	\$20,000.00	Services needed to ensure the cafeteria can prepare meals for programs held outside of the normal school hours.
3100 - Food Services	600 - Supplies	\$40,000.00	Supplies needed to ensure the cafeteria can prepare meals for programs held outside of the normal school hours.
			Services needed to



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Function	Object	Amount	Description
3200 - Student Activities	300 - Purchased Professional and Technical Services	\$5,000.00	promote and implement a schoolwide PBIS program.
3200 - Student Activities	600 - Supplies	\$10,000.00	Supplies needed to promote and implement a schoolwide PBIS program.
		<b>\$529,000.00</b>	

**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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$22,500.00	\$22,500.00	\$50,000.00	\$0.00	\$0.00	\$8,306.00	\$0.00	\$103,306.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$35,000.00	\$35,000.00	\$0.00	\$10,000.00	\$70,000.00	\$10,000.00	\$0.00	\$160,000.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$30,000.00	\$30,000.00	\$120,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$183,000.00
<b>2200 Staff Support</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$6,000.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$75,000.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$225,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$60,000.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$15,000.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$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
	\$87,500.00	\$87,500.00	\$273,000.00	\$10,000.00	\$70,000.00	\$264,306.00	\$0.00	\$792,306.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$792,306.00