

## **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>	FastBridge is utilized as the universal screener with all elementary students in kindergarten to fifth grade. Data collection occurs three times each year to determine progress toward standards-based objectives. This assessment identifies gaps in learning, and offer educators recommendations for core reading instruction. This universal screening assessment is followed by targeted diagnostic testing to pinpoint deficits in student literacy skills and potential learning loss. Additional screeners/assessments incorporated to determine learning loss and skill deficits in the area of reading include, but are not limited to, Imagine Learning Literacy Assessments, Phonological Awareness Screening Test (PAST), Words Their Way Spelling Inventory, Phonics Screener for Intervention (PSI), and Concrete Representational Abstract (CRA) Assessments.
<b>Chronic Absenteeism</b>	Attendance is tracked and monitored by building principals utilizing the student information system, Skyward. Principals follow procedures set forth by Board policy, administrative regulation, and state law to monitor, improve, assist, and enforce school attendance by students.
<b>Student Engagement</b>	Each year, students and staff members in the Cumberland Valley School District complete the BrightBytes Whole Child Survey and the Brightbytes Technology and Learning Survey. Data is generated to determine the social and emotional well being of all students by measuring perceptions of social-emotional learning, engagement, environment, and safety. The Technology and Learning Survey provides the district with data about the use of the 4 c's, digital citizenship, assessment, assistive technology, access at school/home, technology skills, professional learning, and student/staff beliefs.
<b>Social-emotional Well-being</b>	Each year, students and staff members in the Cumberland Valley School District complete the BrightBytes Whole Child Survey. Data is generated to determine the social and emotional well being of all students by measuring perceptions of social-emotional learning, engagement, environment, and safety.
<b>Other Indicators</b>	Not applicable.

**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>Provide specific strategies that were used</b>
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Student Group	or will be used to identify and measure impacts
<p>Students from low-income families</p>	<p>Staff members are continuously trained in the science of how children learn to read. In turn, we apply our knowledge, research, and best instructional practices to ensure every student becomes a skilled reader. We firmly believe essential foundational skill development is critical for ALL students. We also believe in tailoring instruction through differentiation. Intervention and support will continue to be provided for students that are struggling with grasping skills. Additionally, as students master foundational skills, and word recognition becomes automatic, we will advance and enrich students in their reading journey. The expected result is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level based on the transition to the structured literacy model. The effectiveness of instruction and resources implemented will be monitored through benchmark testing, assessments, and teacher input. Data gathered will be evaluated and studied to make decisions regarding the effectiveness of the instruction and resources. This analysis can help educators examine lost instructional time and particularly those students disproportionately impacted by the Covid-19 pandemic.</p>
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>Staff members are continuously trained in the science of how children learn to read. In turn, we apply our knowledge, research, and best instructional practices to ensure every student becomes a skilled reader. We firmly believe essential foundational skill development is critical for ALL students. We also believe in tailoring instruction through differentiation. Intervention and support will continue to be provided for students that are struggling with grasping skills. Additionally, as students master foundational skills, and word recognition becomes automatic, we will advance and enrich students in their reading journey. The expected result is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level based on the transition to the</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>structured literacy model. The effectiveness of instruction and resources implemented will be monitored through benchmark testing, assessments, and teacher input. Data gathered will be evaluated and studied to make decisions regarding the effectiveness of the instruction and resources. This analysis can help educators examine lost instructional time and particularly those students disproportionately impacted by the Covid-19 pandemic.</p>
Students from low-income families	<p>In addition to the skilled reading deficits described above, the District continues to increase the opportunity to learn, and equity in instruction for students by providing technological resources in a 1:1 capacity. The District will continue to provide all students with adequate technological and instructional resources to support their educational needs, in any method of instruction. Advanced technological and instructional resources will allow the district to seamlessly pivot between delivery method and learning options for students.</p>

### Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	<p>The Science of Reading research indicates instruction must use explicit and systematic methodologies to develop foundational skills among students. This approach is known as "Structured Literacy." The greatest number of learners have the best outcomes in reading when they are taught how to decode (word recognition) and given multi-sensory practice in language (listening, speaking, writing, conversing, etc.) to develop language comprehension. Word recognition involves phonological awareness, decoding and spelling, and sight recognition. Language comprehension involves the development of background knowledge, vocabulary knowledge, language structures, verbal reasoning, and literacy knowledge. Systematic, direct, explicit instruction in the development of the associated</p>

	<b>Strategy Description</b>
	skills of word recognition and language comprehension have the greatest impact on students' proficiency in reading comprehension.

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>	To ensure that students are adequately prepared for the demands of the 21st century workforce our District aims to ensure students: Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age; Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals; Make decisions and solve problems collaboratively; Use technology to gather, analyze and synthesize information for application in a global economy. By providing all students with a personal learning device, we are able to ensure that ALL students have equal access to technology and the opportunity to engage with digital curriculum, resources, applications, and direct 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	N/A for this grant

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

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

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

N/A

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

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

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

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

N/A



## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

The Superintendent's Cabinet, including the Superintendent, two Assistant Superintendents, Director of Curriculum/Instruction/Assessment, Director of Student Services, Director of Technology, Director of Special Education, Director of Operations, and the Director of Human Resources were initially charged to plan the use of the funds. The ESSER grant programs, use of the funds, and applicable resources are reviewed and vetted with the Board Curriculum and Education Committee. In addition to the Board committee, the administration utilizes the PTO President's meeting, encompassing parental representation from all 11 buildings, to update and solicit feedback on various educational resources, topics, and grant funds. The District will continue to involve the Board and PTO Presidents throughout the grant period. As the District moves to complete the comprehensive planning process, various stakeholders will engage to guide the academic, instructional, and social-emotional approaches of the District. Aligning our curriculum, instruction, and assessment practices are essential to support student academic achievement. Planning for the use of these funds involved classroom teachers, instructional specialists, reading specialists, supervisors, and building level principals.

#### **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)**

In planning for the effective use of ARP ESSER Funds, the district examined essential functions to include safety protocols, logistics, transportation, staffing, scheduling, instructional delivery, curriculum alignment, professional development, as well as technology hardware, software, and infrastructure. In response to an administrative review and various levels of stakeholder input,

the district identified main areas of focus for the use of the funds. Ensuring we had standards-aligned, evidence-based core instructional resources, and providing adequate, accessible technology resources for every student became paramount in our approach to education and the use of this funding source. As noted above, the District will continue to vet the planning of ARP ESSER funds through the Board Curriculum and Education Committee, the PTO Presidents meeting, and the comprehensive planning process. Furthermore, as the district continues to align the curriculum, instruction, and assessment practices, district administration will solicit input from classroom teachers, instructional specialists, reading specialists, supervisors, and building level principals.

#### **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 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, will seek public input, and take public input into account. Upon completion of each revision, the plan will be posted to the District website. The plan will be vetted through parents/caregivers to ensure readability and understanding. The District will work directly with individuals with disabilities, at their request, to ensure an understanding of the plan.

## **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 Cumberland Valley School District remains committed to providing the highest-quality education to all students. To accomplish this mission, we will capitalize on comprehensive, rigorous, and relevant instructional resources to provide students with the most current academic opportunities. One of our overarching goals is to mitigate any learning gaps and provide additional support for students due to the Covid-19 pandemic. It is the intent of the district to utilize benchmark assessment data and formative assessments to continue to drive our instructional practices. Our teachers regularly use data to drive educational practices including small group instruction, enrichment opportunities, remedial teaching, and active interventions. Aligning our curriculum, instruction, and assessment practices are essential to support academic achievement for ALL students. Evidence-based resources, as well as key best practices, will be integrated for the purpose of academic learning. According to the research by Metcalf (n.d.), one guideline for Multi-tiered Systems of Support implementation is having approximately 80% of the entire student population reach the benchmark criteria established by the screening tool. If the percentage is significantly lower than 80%, buildings should intensify their focus on improving Tier 1 instruction for two reasons. Metcalf (n.d.) states that you cannot “intervene” your way out of core instruction that is not effective. Prior to, and during the pandemic, our District realized that we did not have a consistent, explicit, and systematic core English-Language Arts (ELA) instructional resource in our eight elementary schools. 80% of ALL students across the district were not meeting benchmark on our universal screener in ELA. In an effort to align our practice to the most current research in the Science of Reading, our district will transition to a structured literacy model. This model and the accompanying resource will help address the academic ELA inadequacies found throughout the District. Through an extensive review process, the team of various educational stakeholders recommended the District adopt Amplify Core Knowledge Language Arts (CKLA). CKLA capitalizes on a skills-based and a knowledge-based approach to ELA instruction. Skills-based instruction is grounded in systematic and explicit teaching focused on essential reading competencies (concepts of print, phonological awareness, phonics, word study) . The knowledge component provides literature rich in content and vocabulary, designed to engage students in critical thinking, engaging discussion, comprehension strategies, and a deep content knowledge.

#### **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 Cumberland Valley School District remains committed to providing the highest-quality education to all students. To accomplish this mission, we will capitalize on comprehensive, rigorous, and relevant technological resources to provide students with the most current academic opportunities. In an effort to ensure the continuity of services, and access to instruction, the District plans to scale up and sustain technological resources. By providing devices in a 1:1 capacity, ALL students will have the adequate technological and instructional resources to support their educational needs, in any method of instruction. Advanced technological resources will allow the district to seamlessly pivot between delivery method and learning options for students. To ensure that students are adequately prepared for the demands of the 21st century workforce our District aims to ensure students: Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age; Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals; Make decisions and solve problems collaboratively; Use technology to gather, analyze and synthesize information for application in a global economy. By providing all students with a personal learning device, we are able to ensure that ALL students have equal access to technology and the opportunity to engage with digital curriculum, resources, applications, and direct instruction.

**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)**

Not Applicable

**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>	3,199,853	20%	639,971

**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>	The expected result of implementing a structured literacy model and a core ELA resource is to see students fill gaps based on diagnostic data and have a higher percentage of students reading at grade level. The effectiveness of ELA resources and instructional approaches will be monitored through benchmark testing, assessments, and teacher input. Data gathered will be evaluated and studied to make decisions regarding the effectiveness of the programs and the impact that they have on lost instructional time, particularly those students disproportionately impacted by the Covid-19 pandemic.
<b>Opportunity to learn measures (see help text)</b>	By providing all students with a personal learning device, we are able to ensure that all students have equal access to technology and the opportunity to access digital curriculum, resources, applications, and direct instruction. The District intends to use ESSER funds to provide and sustain that all students have adequate technological resources to support their educational needs, in any method of instruction. Advanced technological and instructional resources will allow the district to seamlessly pivot between delivery method and learning options for students. The Brightbytes Technology and Learning Survey should continue to demonstrate positive growth in data relative to the use of the 4 c's, digital citizenship, assessment, assistive technology, access at school/home, technology skills, professional learning, and student/staff beliefs. Data gathered will be evaluated and studied to make decisions regarding the effectiveness of the technology implementation.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Not Applicable
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and</b>	Not Applicable

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>afterschool programs)</b>	

**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**

\$3,199,853.00

**Allocation**

\$3,199,853.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$696,596.00	Evidence-Based Core Instructional Resources
		<b>\$696,596.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$3,199,853.00

**Allocation**

\$3,199,853.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2800 - Central Support Services	700 - Property	\$2,503,257.00	Technology Resources
		<b>\$2,503,257.00</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
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$696,596.00	\$0.00	\$696,596.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$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

**Project #: 223-21-0109  
Agency: Cumberland Valley SD  
AUN: 115211603  
Grant Content Report  
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$2,503,257.00	\$2,503,257.00
<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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$696,596.00</b>	<b>\$2,503,257.00</b>	<b>\$3,199,853.00</b>



**Project #: 223-21-0109**  
**Agency: Cumberland Valley SD**  
**AUN: 115211603**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,199,853.00