

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

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assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Students K-8 BOY, MOY, EOY STAR Early Literacy, STAR Literacy Assessments Students 1-6 BOY, MOY, EOY Ready Math Diagnostic Students 7-8 BOY, MOY, EOY Imagine Math Diagnostic Students K-8 Curriculum Based Assessments for Math and ELA Students 9-12 Algebra I, II Imagine Math Data Students 9-12 Geometry ALEKS Data Students 9-12 Curriculum Based Assessments for Math and English Student Report Cards at all Pleasant Valley School Buildings Student Progress Reports (middle of each marking period) at all Pleasant Valley School Buildings Student Progress Monitoring for all learning disabled students at all Pleasant Valley School Buildings Student Individual Learning Progress Reports for Pleasant Valley Cyber Academy students
Chronic Absenteeism	Student Attendance Records from all Pleasant Valley School District Buildings Withdrawal and Enrollment Records between the brick and mortar settings and cyber options from all Pleasant Valley School District Buildings Student Attendance Improvement Conference Records from all Pleasant Valley School District Buildings Student Attendance Improvement Plan Records from all Pleasant Valley School District Buildings Student Truancy Reporting Records from all Pleasant Valley School District Buildings Student Magisterial Hearings pertaining to student attendance from all Pleasant Valley School District Buildings Student Attendance Records due to Quarantine from all Pleasant Valley School District Buildings
Student Engagement	Student login data from the Pleasant Valley Cyber Academy Student work completion by class, by grade level Student login data from synchronous/asynchronous learning opportunities from all Pleasant Valley School District Buildings Student completion of the 'Word of the Day' activity to ensure engagement Student work completion Strategic assessment on hybrid instructional days Student participation and support of Future Business Leaders of America regarding community service Student participation and support of National Honor Society regarding community service
Social-emotional Well-being	Counseling Calendars regarding student support and interaction (face to face, zoom google meets, email and phone conferences) from all Pleasant Valley School District Buildings Student Assistance Program Monthly Referral Summaries from all Pleasant Valley School District Buildings Safe2Say Summary of Reporting from all Pleasant Valley School District Buildings Social Worker Logs regarding student support from all Pleasant Valley School District Buildings Anxiety Group Referral/Consultation conducted by Pleasant Valley School District Social Worker Provision of resource list for student support by Pleasant Valley School District Social Worker Review of Career Education Evidence found within their designated

	Methods Used to Understand Each Type of Impact
	Xello account per student from all Pleasant Valley School District Buildings Participation and support by student Aevium Group at Pleasant Valley School District Student Clubs to support diversity, acceptance, inclusion and equity Student participation and support of Future Business Leaders of America regarding community service Student participation and support of National Honor Society regarding community service
Other Indicators	School District and community wide Diversity Task Force participation Utilization of district Education Consultants to support identified in school and out of district student placements Student IEP, GIEP and 504 meeting review data Review of course selections for all students at Pleasant Valley High School including Career Readiness evidence

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Provision of student specific, district device for engagement in synchronous, asynchronous and remote learning Provision of student specific internet access through a school provided hotspots and local internet providers Provision of access information to www.everyone.org for opportunities to gain internet access at a reduced cost Provision of continued breakfast and lunch meal service on a weekly basis Provision of resources and support through the Pleasant Valley School District Social Worker Provision of additional attendance options: increase from 2 days per week (during hybrid instruction) to 4 days per week beginning 10/20 Provision of full synchronous remote option beginning 12/20 Return to 5 day per instruction beginning 3/21 Provision of flexible learning instructional model at PVM and PVI beginning 3/21 Provision of no cost credit recovery in PV Summer School
	Provision of student specific, district device for engagement in synchronous, asynchronous and remote learning Provision of student specific internet access through a school provided

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>hotspots Provision of access information to www.everyone.org for opportunities to gain internet access at a reduced cost Provision of continued breakfast and lunch meal service on a weekly basis Provision of resources and support through the Pleasant Valley School District Social Worker Provision of student data review and consultation with an assigned Pleasant Valley School District Educational Consultant Provision of additional attendance options: increase from 2 days per week (during hybrid instruction) to 4 days per week beginning 10/20 Provision of full synchronous remote option beginning 12/20 Return to 5 day per instruction beginning 3/21 Provision of flexible learning instructional model at PVM and PVI beginning 3/21 Provision of no cost credit recovery in PV Summer School Review and revision of students IEPs as necessary Implementation of supplementary reading and math programming for identified students Assurance of student needs as met by key physical assessment tools</p>
<p>English learners</p>	<p>Provision of student specific, district device for engagement in synchronous, asynchronous and remote learning Provision of student specific internet access through a school provided hotspots Provision of access information to www.everyone.org for opportunities to gain internet access at a reduced cost Provision of continued breakfast and lunch meal service on a weekly basis Provision of resources and support through the Pleasant Valley School District Social Worker Provision of additional attendance options: increase from 2 days per week (during hybrid instruction) to 4 days per week beginning 10/20 Provision of full synchronous remote option beginning 12/20 Return to 5 day per instruction beginning 3/21 Provision of flexible learning instructional model at PVM and PVI beginning 3/21 Provisiion of no cost credit recovery in PV Summer School Provision of Adult Education opportunities to support parents of ELs Continued planning for Family Engagement including Zoom,</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Google Meet, email, telephone conferencing and text Utilization of student learning data including, but not limited to ACCESS for ELs Provision of materials in native language to enhance understanding and participation Provision of translation service for parent/student/teacher conferences Create partnerships with community organizations to offer educational programs and resources to support EL attendance

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	Continual review of student data including, but not limited to daily formative assessment data, benchmark data, and diagnostic data to drive instructional programming both daily and long term. Student assessment data is housed in the district's Data Warehouse and is easily accessible to grade/content level teams to determine the ongoing needs of students. Implementation of evidenced based learning opportunities to meet the needs of identified students. The programming would be focused on students who are in need of supplementary instruction, (Read 180 and Systems 44) via the blended learning model.

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	Provision of 1:1 devices for student use to continue instruction in synchronous, asynchronous or remote learning environments. Provision of access to hotspots or key internet access through a local provider. Utilization of the district LMS, Schoology to enable remote, synchronous and/or asynchronous instruction and work completion. Reconstruction of the district's online learning academy to account for symmetry of academic programming and instructional delivery.

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	Counseling opportunities for support and guidance in individual or small group setting. These groups are also supported by resources provided by the Pleasant Valley School District Social Worker. Provision of regularly scheduled Counseling Meetings either individually or in small group to support student social and emotional well being.

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

- Academic Impact of Lost Instructional Time**

- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The district has adopted a multi-tier planning process for the utilization of ARP ESSER funds. The district began by establishing a core ESSER Spending Team including representatives from each key department including: superintendent, assistant to the superintendent, Interim Business Manager, Assistant Business Manager, Director of Building and Grounds, Director of Curriculum, Instruction and Assessment, Director of Special Education, Director of Human Resources, Director of Technology, Athletic Director, Chief of Police/Community Member and 2 School Board Members. The Team identified core needs of the district pertaining to Academic, 1:1 Technology Rollout of student and teacher devices, including connectivity and Infrastructure upgrades, Curriculum and Instruction ensuring dissemination of the core in both synchronous and asynchronous environments and the maintenance of staff for the delivery of quality instruction. The core team represents the first tier of participation. As key areas of need are identified, the core ESSER Spending Team was expanded to include representation from the PV Educational Association, the district Social Worker and department chair for ESL. The team will then expand to include public input in a Town Meeting Forum.

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 district has collated stakeholder information and aligned this to the ESSER spending plan. The district is focused on the provision of equal access and equity of instruction to meet the needs of all students. To this end, the plan will be focused on the assurance that the needs of all student groups academically, behaviorally, socially and emotionally, linguistically and physically

will be met through the dissemination of program funding throughout each of the four district buildings. The district will also publish key information to all stakeholders regarding the 1:1 Technology Rollout. This information will be posted on the district and building websites, presented at public Board Meetings, communicated electronically via Blackboard Connect and social media venues.

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 announce the posting of the ESSER Spending Plan via Blackboard Connect to all district homes and residences, of the ESSER Spending Plan in multiple locations including, but not limited to: District and individual Building offices and Websites, in writing as well as in audio version (via an identified link), utilization of district sanctioned Social Media including Facebook and Twitter providing information to connect with the information. A copy of the plan will be posted at the Western Pocono Library for community review. Translations of the plan will be provided upon request.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The district will be focus on the expansion of summer school learning opportunity for students grades K-12. School Counselors and principals will continually review student learning and attendance data to provide academic and social and emotional benefit to students. K-6 students will attend the Cub Academy focusing on the maintenance of grade level skills in the areas of ELA and Math through socially collaborative activities. Grades 7-12 students will focus on credit recovery (40 hours) in the core areas of English, Math, Social Studies and Science in a blended learning environment. Stepping Up, an afterschool tutoring program for students in Grades K-6 will be offered for any student identified by school staff or parent /guardian. Students will continue to be provided with personal technology and access to district programming such as Ready Math, Imagine Learning, Newsela, ALEKS and Science Gizmos. Student data fill be monitored and compared to end of year data from the 2020-2021 school year to ensure maintenance, acceleration and growth. Additionally, research based intervention strategies in the areas of reading and math will be purchased. Most specifically Sunday and Read and Math 180.

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 district is prepared to offer the following: Continuity of Service: Students will be offered 1:1 technology devices and access to dependable internet service (if needed). Grades K-3 will have access to iPads and grades 7-12 to Chromebooks including the utilization of SeeSaw and Schoology as Learning Management Systems, the provision of quality core curriculum capable of sustainability in remote/synchronous/asynchronous/brick and mortar environments for all students, access to building driven social and emotional supports and services in small group, large group and individual forums, utilization of the district Social Worker for the provision of community supports and resources to meet student and family needs, the continuation of meal opportunities for breakfast and lunch either in the brick and mortar or for family pick up. Access to Instruction: Continual review of student attendance data and opportunity for alternative delivery model including 5 day per week, in school instruction or Flex Model instruction Mitigation

Strategies: The continual review and updating of the district's Health and Safety Plan reflecting guidance from the CDC and PADOH, continuation of social distancing guidelines, continual enforcement of sanitization goals including hands, desks, common areas and district transportation. Facilities and Improvements: Completed installation of Air Purification Systems across the district in large group areas including gyms and cafeterias.

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)
20 Percent Reservation	5,699,969	20%	1,139,994

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>The following student data sets will be disaggregated and analyzed to monitor and adjust instructional delivery strategies: Students K-8 BOY, MOY, EOY STAR Early Literacy, STAR Literacy Assessments Students 1-6 BOY, MOY, EOY Ready Math Diagnostic Students 7-8 BOY, MOY, EOY Imagine Math Diagnostic Students K-8 Curriculum Based Assessments for Math and ELA Students 9-12 Algebra I, II Imagine Math Data Students 9-12 Geometry ALEKS Data Students 9-12 Curriculum Based Assessments for Math and English Students identified for supplemental math and reading support through Read 180 and Systems 44 programming Student Report Cards at all Pleasant Valley School Buildings Student Progress Reports (middle of each marking period) at all Pleasant Valley School Buildings Student Progress Monitoring for all learning disabled students at all Pleasant Valley School Buildings Student Individual Learning Progress Reports for Pleasant Valley Cyber Academy students Continual review of student data including, but not limited to daily formative assessment data, benchmark data, and diagnostic data to drive instructional programming both daily and long term. Student assessment data is housed in the district's Data Warehouse and is easily accessible to grade/content level PLC teams to determine the ongoing needs of students.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>Provision of 1:1 devices for student use to continue instruction in synchronous, asynchronous or remote learning environments. The district has a planned rollout for 1200 chromebook student devices at Pleasant Valley High School and a redeployment of district owned chromebooks to satisfy the Middle School population beginning August, 2021. Additionally, the Elementary School iPad inventory will be satisfied to support a 2:1 platform. The plan will continue into the 2022-2023 school year. Upgrade and expansion of the district infrastructure to ensure uninterrupted service Provision of access to personal hotspots or key internet access through a local provider. Utilization of the district LMS, Schoology to enable remote, synchronous and/or asynchronous instruction and work completion. Utilization of the flexible learning model at the middle and intermediate schools to support remote and synchronous learning options</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>when needed Reconstruction of the Pleasant Valley Cyber Academy in collaboration with an online learning consultant. It is the desire of the district to update this programming to reflect parallel programming and instruction between the cyber academy and the brick and mortar buildings</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>Retention of 18.29 FTE teaching positions for 7.5 hours per day for the duration of the 184 day school year. These positions will support the maintenance of moderate class sizes as well as the articulation of a district driven cyber academy using Pleasant Valley teachers for instruction</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>Summer School Programming: Cub Academy Grades K-3: 94 students, 4 weeks, 4 days per week, 3.5 hours per day supporting skills maintenance in the areas of Math and ELA as well as social and emotional characteristic development Cub Academy Grades 4-6: 25 students, 4 weeks, 4 days per week, 3.5 hours per day supporting skills maintenance in the areas of Math and ELA as well as social and emotional characteristic development Summer School Credit Recovery for grades 7-12 in the Core Areas of Math, English, Science and Social Studies: Grades 9-12 185 students, Grades 7-8 17 students. Stepping Up, a before and after school tutoring program for students in grades K-6 Provision of Fall School, Winter School and Spring School for credit recovery of students grades 7-12</p>

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools

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

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



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



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



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



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

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$5,704,025.00

Allocation

\$5,704,025.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$894,135.00	To support teacher salaries and benefits in classroom instruction.
1000 - Instruction	600 - Supplies	\$100,000.00	Designated to the Principals' Discretionary Fund at each building to support the purchase of teacher instructional supplies.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$250,000.00	Funds designated for a professional consultant to create and implement a phased rollout of a district supported online cyber academy.
1000 - Instruction	600 - Supplies	\$500,000.00	Funds designated for Phase 2 of the purchase of interactive projectors across all district buildings.
			Funds designated for Phase 2 of the

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$500,000.00	planning, implementation and writing of the district supported online cyber program.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$60,000.00	Funds designated to purchase evidence based literacy and math programming and training for special education students through the implementation of evidence-based interventions.I
1000 - Instruction	600 - Supplies	\$1,575,000.00	Funds designated for Phase 2 of the 1:1 device rollout for district buildings.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$100,000.00	Funds designated for connection costs to enhance interconnectivity in district buildings.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$50,000.00	Funds designated to hire professional services to supply electrical work services to install classroom projectors across the district.
1000 - Instruction	600 - Supplies	\$109,896.00	Funds dedicated for instructional supplies, materials and resources for academic recovery programming through the implementation of evidence-based interventions,

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$245,859.00	<p>These funds are designated as learning loss funds specifically to support summer and after school tutorial programs to support student academic recovery through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs; and ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.</p>
1000 - Instruction	600 - Supplies	\$894,135.00	<p>These funds are designated as learning loss funds specifically to support tutorial programs aiding in student academic recovery through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school</p>

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Function	Object	Amount	Description
			year programs; and ensure that such interventions respond to students' academic, social, emotional, and mental health needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
		\$5,279,025.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,704,025.00

Allocation

\$5,704,025.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	600 - Supplies	\$35,000.00	Funds designated to purchase Evacuation Chairs to be placed in all district stairwells for non ambulatory students as well as audiometers for each building use.
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	300 - Purchased Professional and Technical Services	\$390,000.00	Funds designated for the revision of the district website including training and consultation fees to achieve and maintain ADA compliance.
		\$425,000.00	

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Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$1,139,994.00	\$0.00	\$900,000.00	\$0.00	\$0.00	\$3,179,031.00	\$0.00	\$5,219,025.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$35,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$390,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$390,000.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,139,994.00	\$0.00	\$1,350,000.00	\$0.00	\$0.00	\$3,214,031.00	\$0.00	\$5,704,025.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$5,704,025.00