

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	KASD students as a whole experienced the most learning loss during the spring 2020 statewide shutdown. Assessments administered in the fall of 2020 indicated a lack of growth, especially in english/language arts. Losses were most acute at the primary level, based on DIBELS data. At the elementary level the ELA PSSA Below Basic group of student nearly doubled from 2019 to 2021. The advanced student groups decreased by 50% at both the elementary and middle school levels on both Math and ELA PSSAs. Lost instructional time greatly impacted the current second grade students who lost the last quarter of their Kindergarten year to the COVID school closure and were negatively impacted by online learning issues during their first grade year.
Chronic Absenteeism	Attendance data is collected and maintained in our student management system. When 2020-21 data was compared with the previous school year to determine the impact of the pandemic it was found that average daily attendance rates decreased and that the groups most negatively impacted were the economically disadvantaged and the students in grades 9-12. Truancy which was already an issue at the high school level was great impacted by both the school closure of 2020 and the option of online learning during the 2020-21 school year. Over half the student population K-12 was excluded from school at least one time during the 2020-21 school year for COVID quarantine.
Student Engagement	Many students across the district opted for online learning opportunities provided during the 2020-21 school year. Their engagement in learning activities was limited in that environment and was less productive as evidenced in the high failure rate compared to previous school years. Student engagement was negatively impacted by the COVID school closure, online learning options and the fact that over half of all students were excluded from school at least one time during the 2020-21 school year for COVID quarantine.
Social-emotional Well-being	The negative impact of the pandemic on student social-emotional well being can be tracked back to several indicators including attendance, engagement, academic success and interventions that were needed to provide supports to struggling students. The school counselors and social worker made a greater number of student contacts during the 2020-21 school year than in previous years. Behavior impacts from the COVID school closure continue to be evidenced across the elementary and middle school with students displaying below grade level behaviors that are more developmentally typical for students 2-3 years younger - student seem to

	Methods Used to Understand Each Type of Impact
	be behaviorally "stuck" in the last normal school year that they experienced.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress monitoring data from 2020-21 was used to determine the need for COVID Compensatory Services during the summer of 2021. Ongoing progress monitoring data will be used to determine needs moving forward. Students with disabilities who are unable to return to in-person instruction will be provided with online options that best meet their individual needs.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	The group of students who were in Kindergarten at the time of the 2020 school closure were greatly impacted by the pandemic. After the loss of 1/4 of their Kindergarten year they entered 1st Grade with many gaps. Benchmark assessments conducted throughout the 1st grade year indicate that these students have a significantly lower level of achievement and growth compared to previous cohorts. An additional teacher was hired to keep groups small and an additional Title I tutor was added to the intervention team that provides supports that are needed to fill gaps in instruction as these students move on to Grade 2. The addition of a floating substitute teacher will lessen learning loss in the future and provide for additional intervention time with students. Summer School and after-school programs will also be targeted to engage this particular group of students. The goal is to have 80% or more of these students reading at or above grade level by the time they enter Grade

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	3.
Students from low-income families	<p>The highest rate of absenteeism in our district comes from this subgroup of students and that percentage increase as a result of the pandemic. Many of these students enrolled in online options however did not have a home support system that allowed for their success in those programs. This group of students also presents more concerns for overall social-emotional well-being issues related to trauma and poverty. Professional development has been provided and will be on-going to provide staff with effective strategies related to mental-health issues, response to trauma, evidence-based instructional tools, etc. that will create a learning environment that is responsive to student needs. Our school counselors and social worker responds to the needs of these students and their families in an effort to provide positive engagement opportunities.</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>Additional Staff - additional staff has been provided to keep class sizes small and allow for additional intervention time with students most in need. Program additions also enhance student engagement Staff includes a floating substitute teacher, additional mental health counselors, STEM teacher, extra elementary teacher, curriculum/department personnel and a librarian/technology integrator.</p>

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

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

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

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

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

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

Students who were in Kindergarten during 2019-20 and in First Grade 2020-21

Reflecting on Local Strategies: Strategy #2

	Strategy Description
	Upgrades to facilities that improve the health and safety of our students. Cleaning, sanitizing and disinfecting protocol was upgraded in response to COVID. A custodial position was maintained to ensure that adequate staff is available to follow cleaning protocol. Cleaning equipment and supplies

	Strategy Description
Strategy #2	were purchased along with PPE to address the prevention of the spread of COVID. Additionally, ventilation and air quality issues are being addressed with ARP funds to further the improvement of clean air exchanges in all buildings and lessen the viral load. Keeping students and staff healthy and in attendance at school positively impacts lost instructional time and issues with chronic absenteeism related to COVID.

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.

Students who were in Kindergarten during 2019-20 and in First Grade 2020-21

Reflecting on Local Strategies: Strategy #3

	Strategy Description
<p>Strategy #3</p>	<p>Technology that supports and enhances instruction and school-home-community connections. Mobile hotspot were purchased and maintained with ESSER II funds that provide for reliable high-speed internet to students who would otherwise not have home-school connectivity for online instruction and positive social engagement when needed in response to COVID issues. Software purchases also enhance the quality of instruction for those who are learning online. Live-streaming equipment allows students and staff who cannot attend school and school sponsored events in person to view and participate in them from home as needed which positively impacts both the academic and social-emotional well being of our students. 1:1 Chromebooks were purchased in response to the COVID school closure of 2020. Maintaining these devices to keep them current and dependable for student use is imperative for continuity of instruction and to prevent any lost instructional time. Replacement of these devices for the 2023-24 school year will help us achieve the goal of continued student engagement and prevent loss of instructional time.</p>

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:**

Students who were in Kindergarten during 2019-20 and in First Grade 2020-21

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.)

Kane Area School District has engaged with stakeholders in an number of ways since the start of the pandemic in March of 2020. Initial input was provided through district wide surveys. These initial surveys provided key information on the technological needs and capabilities in each of our student's homes. While broadband access is widespread, it is not universal. While many homes had at least one computer, the vast majority lacked enough devices for their children. In response to the initial survey results, KASD transitioned the entire district to a one to one program with a Chromebook now issued to each K-12 student. Verizon hotspots were purchased for those homes which lack high speed internet. Additional surveys were completed in the summer of 2020 which provided the district with information on remote learning demand. While well over 80% of students chose to return to in-person learning, a small number started the year in our asynchronous learning option (FLEX) and other enrolled in our streaming option (KACA). Throughout the 2020-2021 school year, teachers and staff provided feedback on what was working and what we need to improve for the upcoming school year. Parents also provided feedback on the district's online platform and delivery system. Having over eighteen months of experience navigating through COVID-19, KASD now has a good understanding of the needs and challenges the district faces going forward. In mid-July of 2021, another district survey was released specifically seeking input on ARP ESSER expenditures. The survey was completed by 216 district households and included responses from teachers, students/parents, board members, and staff members. Parent input was received from those with students in every grade, K-12. Survey results indicate strong support for increased access to social, emotional, and mental health supports, additional educational technology, facility improvements to address HVAC/Air Quality Concerns, facility upgrades to expand access to available teaching areas, and additional academic supports for students in

response to COVID learning loss.

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)**

Input from our stakeholders will be taken into account and weighted appropriately. Parents and guardians provided us with tremendous input which highlighted the immense need for mental health supports for students. Teachers and staff also continue to provide valuable information for what is needed in order for students and staff members to continue to grow as we transition into the post-pandemic academic routine. The input received thus far underscores several areas of mutual concern among KASD stakeholder groups, such as facility improvements, educational technology, and academic and social/emotional supports for students. All of these ideas will be incorporated into our ARP plan going forward. Additional staff, expanded summer programs, online learning opportunities, upgraded classrooms to provide greater social distancing, enhanced HVAC/Ventilation, IDEA compliant facilities, technology equipment, curriculum resources, and professional development to assist staff in addressing the needs of our students post-COVID closure will be the focus of our ARP ESSER budget.

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 Kane Area School District plan for ARP Funds will be posted publicly on the district website and www.kasd.net and will also be submitted to the Pennsylvania Department of Education. Once finalized, the district plan will be presented publicly at a school board workshop held the first Thursday of each month. Hard copies of the district plan will be made available in the district office and KASD will provide appropriate access to individuals with disabilities as needed based on individual requirements. A community friendly document which provides an overview of the needs assessment, projects and costs will be made available to members of the community and the local media. Where possible, the plan will be explained in-person at community events such as Rotary Meetings to assist in the sharing of information across a wide variety of local audiences.

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.

Kane Area School District will utilize several evidence-based interventions to address the academic impact of lost instructional time attributed to the COVID-19 pandemic. Interventions include expanded summer school opportunities for students (including transportation), lowering class size for primary age students through the addition of a teacher, reducing lost intervention and instructional time by adding a floating substitute teacher, providing a nurse assistant to reduce time out of the classroom when medical attention is needed and adding a Librarian/Technology Integrator to the high school staff who will enhance effective teaching strategies in the classroom setting and allow for 1:1 teaching opportunities for students directly impacted by learning loss issues. The programs serve all of the identified groups - economically disadvantaged students, students identified with specific disabilities and the cohort group of students who were enrolled in Kindergarten during the initial 2020 school closure. Summer School - Tier 3 Intervention Expanded summer school offerings at the elementary, middle, and high school levels. Transportation will be provided. Total cost of the program for the summer of 2021, 2022, and 2023 are estimated at \$130,000 with an additional \$20,000 allocated for student transportation. Additional Primary Level Teacher and Floating Substitute - Success for All: Reading - Tier 1 Intervention Formative assessment data from the 2020-2021 school year indicated learning loss in the area of ELA among specific groups, which require additional support. Additional staff will provide targeted instruction and remediation within the Success for All framework. The floating substitute will allow for continuity of education for students when staff is impacted by absences and will additionally provide added intervention time for students impacted by learning loss. Estimated cost for additional teacher is \$227,000 over the 2021-2022, 2022-2023, and 2023-2024 school years. Estimated cost for the floating substitute is \$170,500 over the three years. A nurse assistant was added during the 2020-21 school year to provide more efficient services to students and reduce the amount of time spent outside the classroom by addressing student needs more quickly and responding to COVID issue to lessen the impact for healthy students. The estimated cost of this position is \$22,000 annually. A librarian/technology integrator will assist district staff in providing effective classroom strategies to meet specifically meet the needs of the students impacted by learning loss over the past two school years and prevent further learning loss. Student and school-based data will determine the needs to be addressed by this collaborative effort to have the greatest positive impact for student growth and achievement. The estimated cost for this position will be \$188,750 for the remainder of the 2021-22 school year and the 22-23 and 23-24 school years.

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.

Continuity of Services – Education services including both academic and social concerns will be addressed with funding from ARP ESSER to benefit all students but most importantly the identified groups that include the economically disadvantaged, students with disabilities and the cohort group who were enrolled in Kindergarten in March 2020. Upgrades to facilities, professional development for staff focused on evidence-based practices, curriculum alignment strategies, technology integration and additional nursing staff allow for safe and healthy access to programs including the Vo Ag, Swimming and Family Consumer Sciences programs for high school students, STEM programs for middle school students and evidence based core academic programs at the elementary school. The swimming program at the high school specifically has a positive impact on our special education population who uses the pool for therapy activities so improving the air quality in that space is especially important. Live streaming equipment allows our students and community to stay connected to our programs even when access to our facilities is limited due to COVID mitigation protocol. 1:1 Chromebooks that were initially purchased in 2020 to allow for continuity of instruction regardless of in-person or online status will be replaced with upgraded devices for the 2023-24 school year to ensure reliability and prevent any loss of instruction due to technical issues. Access to Instruction – The district recognizes the importance to have continued access to high quality instruction for all students and has added an increased opportunity for middle school students by adding a STEM program at that level to increase student engagement and enhance attendance. The renovation to the Family Consumer Science classroom at the high school will likewise increase student engagement and allow for a greater number of students to enroll in classes in that subject area while still adhering to social distancing guidelines in the increased space provided by the renovation and will also provide greater access to all students through upgrades in ADA compliant fixtures and appliances in addition to air quality improvements to prevent the spread of COVID. An online learning option will be provided through the FLEX program which will provide an opportunity for students who are unable to attend or feel unsafe in the in-person environment with high-quality instruction that is delivered in collaboration with local staff who monitor student progress to promote the greatest likelihood of success. Summer and after-school programs will extend the curriculum already offered by the district and enhance efforts to more fully engage the populations of students that were most impacted by COVID learning loss. Mitigation Strategies – Mitigation strategies will include the more frequent changing of air filters in all HVAC systems across the district, improved air flow in the Vo-Ag welding facility, throughout the high school building, and in the Natatorium. Upgrades to the water fountains at the high school will provide bottle filling stations which are more sanitary than the older models and assist in reducing the spread of germs while encouraging students to stay hydrated for their own health benefit. A custodial cleaning position was maintained to ensure that cleaning and sanitizing using appropriate supplies and effective strategies to mitigate viral spread is effective in all areas of the district.

Personal Protective Equipment (masks, face shields, gloves, etc.) have been purchased by the district for use by staff and students. Signage will be upgraded to enhance the overall safety of our students as they locate important areas in our buildings like restrooms for handwashing, nurse's office for attention to medical issues, etc. and will be ADA compliant. Facilities Improvements – Outdoor teaching spaces will be added to provide a safe and healthy option to indoor teaching spaces in response to COVID. Renovations will include ADA compliant upgrades in the high school nurse's suite, the family consumer science classroom, the Vo Ag restrooms and in the high school elevator to provide equitable access for all students served in the district. All upgrades will pay particular attention to strategies that reduce the risk of virus transmission and address environment health and safety hazards.

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	3,240,285	20%	648,057

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>Student learning data is collected across the grade levels. DIBELS/Acadiance is used in the elementary school to track reading and math benchmarks along with intervention data for students who receive specific supports during the school year. Ongoing curriculum based assessments are used in grade 7-12. Progress monitoring data is tracked for students with IEPs from grade K-12. Student achievement data from 4Sights, PSSAs and Keystone Exams is collected as is PVAAS data which will demonstrate student growth or lack of growth. Pre and post COVID PSSA/Keystone data is being reviewed at the district, school and student levels to determine where interventions are needed. Both the increase of students in the basic and below basic groups and the decrease of students in the advanced groups are concerning to administration and staff so programs are being developed to identify and meet needs at both ends of the data spectrum. Curriculum/department specific data teaming will address professional development and resources needed to positively impact student growth and achievement. Curriculum/department personnel will lead and monitor the progress of measures taken to respond to COVID learning loss related to the implementation of program additions which include the STEM teacher, summer school and after-school programs, class-size reduction, updated curriculum in Family Consumer Science and the impact of the the librarian/technology integrator.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>During the school closure of 2020 our district provided technology to students who indicated a need (via family survey) so that online learning was available to all. During the school closure the district purchased 1:1 technology for every student. Teachers and staff were trained to use GoogleClassroom platforms to deliver instruction in the event of future shutdowns and for students on quarantine. Training was ongoing and was responsive to needs of staff. Additional materials like cameras and document readers were provided to teachers when they indicated that these materials would enhance online student engagement. A survey was used during the summer of 2021 to help us prepare for the number of</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>students who were seeking an online option for the 21-22 school year. An ongoing partnership with the Warren County School District will allow us to continue to provide the FLEX program as an online option for our district students. Student participation and success in this program will be re-evaluated at the end of each quarter.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>One FTE teaching position was added at the elementary level to reduce class size, addressing learning loss and student engagement. A floating substitute was added for grades K-12 to address learning loss issues. A nursing assistant position was created with CARES funding and was maintained through the use of ESSER II and ARP funding at the K-8 building to assist with pandemic related issues such as contact tracing, hygiene and sick students. We have plans to add a librarian/technology Integrator to work with staff and students in grades 7-12 on issues related to learning loss and student engagement. SAP and MTSS data indicated a higher number of referrals for academic and mental health issues related to the school closure and lasting effects of the pandemic. This data will be monitored during the upcoming school year to evaluate the effectiveness of the additional staff and the need for more supports.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>Summer school offerings were expanded in response to the number of students who enrolled in online programs and struggled to succeed during the 20-21 school year. Summer school was offered for students in all grades K-12. K-5 summer school focused on recovery from learning loss while summer school for grades 7-12 focused on credit recovery. 100% of the elementary students who were invited to summer school after participating in the FLEX program attended. After-school programs were also offered throughout the 20-21 school year at the elementary level with tutoring offered by AmeriCorps members. This program will be offered again during the 21-22 and 22-23 school years and the summers that follow. MTSS data was used to identify the need for programs for the summer of 2021. MTSS data will continue to be collected throughout the 21-22 school year to determine the focused needs for after-school and summer programs for 21-22 and beyond.</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

\$3,240,285.00

Allocation

\$3,240,285.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$299,305.00	Salaries for additional elementary teacher, STEM teacher, and floating substitute teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$130,730.00	Benefits for additional elementary teacher, STEM teacher, and floating substitute teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$220,000.00	FLEX Online Programming
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$57,525.00	STEM Curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$174,233.00	Chromebook Replacements

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$85,430.00	Salaries for Summer School Teachers
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$13,634.00	Benefits for Summer School Teachers
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$32,000.00	Supplies for Summer School
		\$1,012,857.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,240,285.00

Allocation

\$3,240,285.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$14,955.00	Live-streaming Equipment for Events
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$51,035.00	Professional Development
2200 - Staff Support Services	100 - Salaries	\$115,298.00	Librarian/Technology Integrator Position Salary
2200 - Staff Support Services	200 - Benefits	\$61,629.00	Librarian/Technology Integrator Position Benefits
2200 - Staff Support Services	100 - Salaries	\$68,250.00	Salary for Curriculum Department Personnel
2200 - Staff Support Services	200 - Benefits	\$21,784.00	Benefits for Curriculum Department Personnel
2400 - Health Support Services	100 - Salaries	\$18,942.00	Health Aide Salary
2400 - Health Support Services	200 - Benefits	\$3,086.00	Health Aide Benefits

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Function	Object	Amount	Description
2400 - Health Support Services	600 - Supplies	\$17,500.00	PPE Supplies
2600 - Operation and Maintenance	100 - Salaries	\$77,152.00	Custodian Salary
2600 - Operation and Maintenance	200 - Benefits	\$66,297.00	Custodian Benefits
2600 - Operation and Maintenance	600 - Supplies	\$49,500.00	Custodial supplies for cleaning, water fountain upgrades, and ADA compliant signage
2700 - Student Transportation	500 - Other Purchased Services	\$20,000.00	Contracted transportation for summer school
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$350,000.00	Facilities construction for Family Consumer Science Renovation
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$90,000.00	Outdoor Classroom Construction
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$72,000.00	Vo-Ag Welding HVAC Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	400 - Purchased Property Services	\$90,000.00	Exhaust and Ventilator Upgrades

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Function	Object	Amount	Description
SERVICES			
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$750,000.00	Natatorium HVAC Replacement
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$120,000.00	Vo-Ag Restroom Renovations
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$170,000.00	Elevator Replacement
		\$2,227,428.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$299,305.00	\$130,730.00	\$220,000.00	\$0.00	\$0.00	\$231,758.00	\$0.00	\$881,793.00
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	\$85,430.00	\$13,634.00	\$0.00	\$0.00	\$0.00	\$32,000.00	\$0.00	\$131,064.00
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	\$183,548.00	\$83,413.00	\$51,035.00	\$0.00	\$0.00	\$14,955.00	\$0.00	\$332,951.00

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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
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$18,942.00	\$3,086.00	\$0.00	\$0.00	\$0.00	\$17,500.00	\$0.00	\$39,528.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$77,152.00	\$66,297.00	\$0.00	\$0.00	\$0.00	\$49,500.00	\$0.00	\$192,949.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,000.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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	\$1,642,000.00	\$0.00	\$0.00	\$0.00	\$1,642,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$664,377.00	\$297,160.00	\$271,035.00	\$1,642,000.00	\$20,000.00	\$345,713.00	\$0.00	\$3,240,285.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,240,285.00