

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	<p>During the summer of 2020, the Keystone School District teachers were tasked with evaluating what subject matter and topics were missed by their students during the shutdowns of all public schools in the spring on 2020. Each grade level and subject area worked together to compile a comprehensive list of materials that the students had not had an opportunity to learn or be taught. At the beginning of the 2020 / 2021 school year, teachers met with their counterparts in cross-grade-level meetings and in subject area meetings where they shared this information with the teachers the students would have for the 2020 / 2021 school year. The current teachers who tasked with including these topics and subject matters into their instruction for this school year and fully teaching and assessing the material. Additionally, when Keystone School District went on remote learning for 5-weeks from November 16 - December 18, similar documentation was made by the teachers. While it was observed that the teachers taught in an effective manner through remote learning, topics were still reviewed upon the return to in-person learning.</p>
Chronic Absenteeism	<p>During the COVID-19 Pandemic, absenteeism increased at Keystone School District. Keystone School District continued to monitor and address absenteeism for all students during this time, however had developed a more lenient response protocol due to the Pandemic. Keystone School District plans on returning to our previous response protocol and addressing chronic absenteeism from the beginning of the 2021 / 2022 school year with family and parent meetings, SAIP Meetings, Referrals to local agencies, teacher and administrative supports and referrals to the local magistrate. Chronic absenteeism is tracked and monitored through our Student Information system and reviewed by the administration and counselors on a daily basis.</p>
Student Engagement	<p>Student engagement in the classrooms will continue to be monitored through administrative walkthroughs and observations. During pre and post observation conference with administrators, student engagement is prioritized in discussions concerning the intent and follow through of the lesson. During the COVID-19 Pandemic and our transition to remote learning for 5-weeks during the 2020 / 2021 school year, student engagement waned and was met with virtual conferences with the students, parents and families to discuss the importance of participation and engagement. However, once back to in-person learning, student engagement normalized and very little interventions were needed in this category.</p>

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	Keystone School district employs 3 school counselors who made it their priority during the COVID-19 pandemic and the 2020 / 2021 school year to monitor the social and emotional well-being of all students. Previous intervention models were continued such as SAP and ESAP and counselors met with the teaching staff to discuss what to look for concerning trauma, anxiety and depressions. As needed, parents and student conferences were held and assistance was provided to the families to gain additional mental and social-emotional help and assistance.
Other Indicators	N/A

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	During the COVID-19 Pandemic, students from low-income families were faced significant challenges. As part of the district's response to this group and all of our families, the Keystone School District provided daily lunches and breakfasts to our students from March 13 until the beginning of the 2020 / 2021 school year. Additionally, during remote learning, considerable effort was made to ensure all families, including low income families had access to the internet to ensure the success of our remote learning program. If students did not have access, free Verizon Hot Spots were provided to the families for their use during remote learning.
	During the COVID-19 pandemic, students with disabilities were effected due to the lack of formalized education when public schools were shut down during the end of the 2019 / 2020 school year. In response to this concern, the Keystone School District Special Education Department created Temporary Learning Plans

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>for our students receiving special education services to ensure learning losses, due to the shutdown of schools last year, were addressed. The staff collected and reviewed data to ensure students were making the gains afforded them through their IEP's. Students who were not making appropriate progress were provided with COVID-19 Compensatory Education Plans that called for them to receive additional instruction during non-instructional times. These students continued to be monitored and provided interventions and support.</p>
<p>Students experiencing homelessness</p>	<p>During the COVID-19 pandemic and quarantine, student who might or would have been identified as homeless were not able to be identified due to their lack of interaction with the school. During this time, school counselors reached out to our highest need students to check-in and offer them support. All students across the district were also offered free lunches and breakfasts daily.</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
<p>Strategy #1</p>	<p>During the summer of 2020, the Keystone School District teachers were tasked with evaluating what subject matter and topics were missed by their students during the shutdowns of all public schools in the spring on 2020. Each grade level and subject area worked together to compile a comprehensive list of materials that the students had not had an opportunity to learn or be taught. At the beginning of the 2020 / 2021 school year, teachers met with their counterparts in cross-grade-level meetings and in subject area meetings where they shared this information with the teachers the students would have for the 2020 / 2021 school year. The current teachers who tasked with including these topics and subject matters into their instruction for this school year and fully teaching and assessing the material. Additionally, when Keystone School District went on</p>

	Strategy Description
	remote learning for 5-weeks from November 16 - December 18, similar documentation was made by the teachers. While it was observed that the teachers taught in an effective manner through remote learning, topics were still reviewed upon the return to in-person learning.

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.**

All Students

Reflecting on Local Strategies: Strategy #2

	Strategy Description
<p>Strategy #2</p>	<p>During the COVID-19 pandemic, students with disabilities were effected due to the lack of formalized education when public schools were shut down during the end of the 2019 / 2020 school year. In response to this concern, the Keystone School District Special Education Department created Temporary Learning Plans for our students receiving special education services to ensure learning losses, due to the shutdown of schools last year, were addressed. The staff collected and reviewed data to ensure students were making the gains afforded them through their IEP's. Students who were not making appropriate progress were provided with COVID-19 Compensatory Education Plans that called for them to receive additional instruction during non-instructional times. These students continued to be monitored and provided interventions and support.</p>

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	School counselors and administrators communicated and set-up virtual calls or video chats with students with high needs to check-in with them and offer support during the COVID-19 pandemic.

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:

All Students

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.)

On June 7, 2021 a school district-wide call was sent to all stakeholders (parents, students, teachers, staff and community) of Keystone School District asking for their input on the use of ARP-ESSER Grant Funds and for their input on the ARP-ESSER Health and Safety Plan. The call informed the stakeholders of the funds and its many uses and directed them to a survey on the school district's website. The survey had the participant describe how they would like to see the funds used and for their vision of the Health and Safety Plan. The Keystone School District had several participants utilize and fill out the survey.

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)**

All stakeholder opinions and ideas were reviewed and discussed. These ideas, along with the ideas of the administration, Board and other stakeholders were considered and the ideas implemented are a collections of many of these ideas, including those expressed in our stakeholder engagement.

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 Keystone School District reviewed and utilized the feedback from its stakeholders in the development of the plan. Upon the approval of the ARP-ESSER Grant, the grant will be posted on the Keystone School District website for review by the school community. A note with the grant will be posted stating that the grant can be requested in other formats if necessary. Before posting, the document will be reviewed to ensure all language is appropriate and can be understood by our parents and caregivers.

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.

A. Keystone School District will be focusing on several evidence based intervention programs to ensure the needs of our students from the COVID-19 pandemic are being met. This will include providing an intensive tutoring program after school for students in need across the school district, ensuring smaller class sizes in specific areas across the school district and ensuring curricular materials within the school district are up to date, evidence based and able to provide interventions and acceleration opportunities to our students. All evidence based interventions will be monitored for success through a variety of means. Pre and post data will be collected, along with progress monitoring, during the intensive, after school, tutoring program for students in need. Teachers and administrators will monitor the data to ensure the program is providing the interventions necessary for each individual student. The addition of teachers to ensure smaller and more effective class sizes will be monitored through school-wide data, including academic and discipline. Finally, the purchasing of new curricular materials will be evaluated during the adoption process for its alignment to PA Core standards and its implementation will be monitored and evaluated for its efficacy and success in the classroom. Teacher and classroom observations will assist in this process along with the review and monitoring of student data from one year to the next.

B. The intensive, after-school, tutoring program will be focused upon the students who are in the most need which will cover several of the students groups who have been disproportionately impacted due to the COVID-19 pandemic. This includes students with special needs, students from lower-income families and students from our total population. Additionally, the increase of faculty to ensure lower class sizes and the purchasing of evidence based and updated curricular materials will additionally assist with students from all disproportionately impacted group and the total population of the Keystone School District.

C. For students who had chronic absenteeism during the COVID-19 pandemic or did not fully or partially participate in remote learning, The Keystone School District's focus will be to have these students participate in the intensive, after-school, tutoring program. This program will focus on the individual needs of the students and review and re-teach gaps they may have in their education due to the missing of school or lack of participation in remote learning.

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.

A. The Keystone School District will be using ARP ESSER funds to continue to employ existing staff to support continuity of education efforts for all students. These efforts promote and support the school district's school reopening health and safety plan, which clearly articulates the details regarding continuity of education during the 2021 / 2022 school year. Additionally, the Keystone School District will maintain a full complement of existing staff in order to meet necessary mitigation strategies for PreK-12 public schools and continue effective and evidence based instruction despite a predicted 10.5% decrease in students attending in-person instruction in the school buildings.

B. The Keystone School District will utilize the ARP ESSER to maintain and support the continued operation of the Keystone School District Virtual Academy, a district-based virtual academy program supported by VLN Partners for students/families who opted for full-time remote/cyber learning as an alternative to in-person learning during the COVID-19 pandemic. This program will continue to be supported by the District to ensure students and families have options for their individual learning in the future. Additionally, ARP ESSER funds will support the purchasing of student technology to ensure the 1-1 initiative at Keystone School District continues (Chromebooks) and for technology for students and teachers to access curriculum and testing through technology. (Smartboards and iPads)

C. The Keystone School District will utilize ARP ESSER funds to continue mitigation efforts across the school district. This will include the contracting with additional bus services to ensure additional space on all student transportation, the retaining of an additional custodian to ensure proper sanitizing and cleaning within the district and ensuring that students have proper social distancing in the cafeteria by supporting teachers eating with their students. Keystone School District will also purchase Bus Cameras utilizing ARP ESSER funds to assist in the monitoring of unsafe student behavior on all school transportation.

D. The Keystone School District will utilize the ARP ESSER funds to update and replace aging Bus Video Cameras on their contractors busses to assist in ensuring the safety of all students on district transportation.

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	2,098,590	20%	419,718

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)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	During the intensive tutoring program that will focus on reading and math, students will first take the Star Reading and Star Math benchmark exam to provide information on where the students stand in terms of academics. From this information, individual programs will be designed and progress monitoring will occur every 2-weeks to monitor for progress. Changes can and will be made based upon the progress monitoring. A post-Star Math and Star Reading benchmark exam will be given to each students in the intensive tutoring program following the completion of the program to document the progress of the student and intensive tutoring.
Opportunity to learn measures (see help text)	Following the completion of the first year of the intensive, after-school and summer tutoring program, a survey will be sent out to all families asking for their opinion on the program's effectiveness, their students' access to technology, effective use of technology during the program and the preparedness of the instructors and teachers of the program.
Jobs created and retained (by number of FTEs and position type) (see help text)	Student performance and behavior data will be collected concerning the grade levels and subject areas where a job was retained or created so that the effectiveness of the position can be compared and monitored to the other grade levels and subject areas without an additional position.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student performance data and attendance data will be collected of all students participating in ARP ESSER programs and will be aggregated based upon groups that have experienced disproportionate impacts from the pandemic.

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

\$2,098,590.00

Allocation

\$2,098,590.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$60,000.00	Purchase of updated and evidence based science textbooks for Keystone Elementary School during the 2021 / 2022 school year
1000 - Instruction	600 - Supplies	\$60,000.00	Purchase of updated and evidence based social studies textbooks for Keystone Elementary School during the 2021 / 2022 school year.
1000 - Instruction	600 - Supplies	\$91,030.00	Purchase of updated and evidence based math textbooks for Keystone Elementary School during the 2020 / 2021 school year.
			Purchase of student and Faculty Chromebooks and Laptops to support the

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$250,000.00	District's 1-1 initiative for the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years.
1000 - Instruction	600 - Supplies	\$140,000.00	Purchase of classroom SmartBOARDS to replace aging board within the District for the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years
1000 - Instruction	600 - Supplies	\$20,160.00	Purchase of Teacher I pads to be used for Benchmark and Progress Monitoring of DIBELS and Star Math and Reading for the teachers of Keystone Elementary School.
1000 - Instruction	100 - Salaries	\$44,250.00	The issuance of a COVID-19 Allowance for all Professional staff and Non-Bargaining Unit Employees in the amount of \$250.00 - \$750.00 to show recognition and appreciation for their efforts during the COVID-19 Pandemic
1000 - Instruction	300 - Purchased Professional and Technical Services	\$262,500.00	Purchasing of contracted services with VLN Partners for a fully remote learning model for our students for the 2021-2022, 2022-2023 and 2023-

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Function	Object	Amount	Description
			2024 school years.
1000 - Instruction	100 - Salaries	\$47,954.00	Salary for a one year Temporary Kindergarten Teacher for the 2021 / 2022 School Year.
1000 - Instruction	200 - Benefits	\$15,874.00	Benefits for a one year Temporary Kindergarten Teacher for the 2021 / 2022 School Year.
1000 - Instruction	100 - Salaries	\$45,111.00	Salary for a one year Temporary high school math teacher teacher for the 2020 / 2021 School Year.
1000 - Instruction	200 - Benefits	\$9,189.00	Benefits for a one year Temporary high school mathteacher for the 2020 / 2021 School Year.
1000 - Instruction	100 - Salaries	\$47,954.00	Salary for a one year Temporary high school mathteacher for the 2021 / 2022 School Year.
1000 - Instruction	200 - Benefits	\$15,874.00	Benefits for a one year Temporary high school math teacher for the 2021 / 2022 School Year.
			Salaries for Teachers who ate lunch with their students or missed preparation periods due to the

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$44,815.00	COVID-19 mitigation efforts during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years.
1000 - Instruction	200 - Benefits	\$9,955.00	Benefits for Teachers who ate lunch with their students or missed preparation periods due to the COVID-19 mitigation efforts during the 2020-2021, 2021-2022, 2022-2023 and 2023-2024 school years.
1000 - Instruction	100 - Salaries	\$164,644.00	Continued employment of existing staff to support continuity of education efforts for all students during the 2021-2022, 2022-2023 and 2023-2024 School Years - Salaries
1000 - Instruction	200 - Benefits	\$57,848.00	Continued employment of existing staff to support continuity of education efforts for all students during the 2021-2022, 2022-2023 and 2023-2024 School Years - Benefits
1000 - Instruction	100 - Salaries	\$162,600.00	Salaries for Intensive After School and Summer Student Tutoring for the 2021-2022, 2022-2023 and

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Function	Object	Amount	Description
			2023-2024 school years
1000 - Instruction	200 - Benefits	\$37,400.00	Benefits for Intensive After School and Summer Student Tutoring for the 2021-2022, 2022-2023 and 2023-2024 school years
1000 - Instruction	600 - Supplies	\$20,000.00	Supplies for Intensive After School and Summer Student Tutoring Program for the 2021-2022, 2022-2023 and 2023-2024 school years
1000 - Instruction	300 - Purchased Professional and Technical Services	\$30,043.54	Purchase of Savvas Successmaker for the 2022 / 2023 school year for the students of Keystone Elementary School to assist with their remediation of Math and Language Arts skills.
1000 - Instruction	600 - Supplies	\$30,000.00	Replacement of aging textbooks at Keystone Elementary School or Keystone High School. Textbooks to be replaced by updated and evidence based textbooks.
			The Benefits for the issuance of a COVID-19 Allowance for all Professional staff and Non-Bargaining Unit

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$1,032.46	Employees in the amount of \$250.00 - \$750.00 to show recognition and appreciation for their efforts during the COVID-19 Pandemic
		\$1,668,234.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,098,590.00

Allocation

\$2,098,590.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$16,174.00	Salary for One Year Temporary Custodian for the 2020 / 2021 School Year
2000 - SUPPORT SERVICES	200 - Benefits	\$7,452.00	Benefits for One Year Temporary Custodian for the 2020 / 2021 School Year.
2000 - SUPPORT SERVICES	100 - Salaries	\$24,955.00	Salary for One Year Temporary Custodian for the 2021 / 2022 School Year
2000 - SUPPORT SERVICES	200 - Benefits	\$12,775.00	Benefits for One Year Temporary Custodian for the 2021 / 2022 School Year
2000 - SUPPORT SERVICES	100 - Salaries	\$25,787.00	Salary for One Year Temporary Custodian for the 2022 / 2023 School Year
			Benefits for One Year

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	200 - Benefits	\$13,213.00	Temporary Custodian for the 2022 / 2023 School Year
2000 - SUPPORT SERVICES	100 - Salaries	\$26,619.00	Salary for One Year Temporary Custodian for the 2023 / 2024 School Year
2000 - SUPPORT SERVICES	200 - Benefits	\$13,381.00	Benefits for One Year Temporary Custodian for the 2023 / 2024 School Year
2700 - Student Transportation	500 - Other Purchased Services	\$170,000.00	Additional contracted transportation costs during the 2020 / 2021 and 2021 / 2022 school years to provide COVID-19 mitigation efforts on school transportation - 2 additional student busses utilized.
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$40,000.00	Purchase and installation of REI Bus Camera System for all Keystone School District contracted busses
2600 - Operation and Maintenance	600 - Supplies	\$80,000.00	Cleaning and PPE Supplies to support COVID-19 Mitigation efforts during the 2020 / 2021, 2021 / 2022, 2022 / 2023 and 2023 / 2024 school years.
		\$430,356.00	

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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	\$557,328.00	\$147,172.46	\$292,543.54	\$0.00	\$0.00	\$671,190.00	\$0.00	\$1,668,234.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$93,535.00	\$46,821.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140,356.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$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
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$80,000.00	\$0.00	\$80,000.00
2700 Student Transportation	\$0.00	\$0.00	\$40,000.00	\$0.00	\$170,000.00	\$0.00	\$0.00	\$210,000.00
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	\$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
	\$650,863.00	\$193,993.46	\$332,543.54	\$0.00	\$170,000.00	\$751,190.00	\$0.00	\$2,098,590.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,098,590.00