

Grant Title:

American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)

Agency:

Blacklick Valley SD

Project No:

223-21-0039

Type:

Original

Total Allocation:

\$3,247,329.00

Award Amount:

\$3,247,329.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

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DFP Approval Complete

Status:

Completed

Actions...

Section: Assessing Impacts and Needs	Status: Complete
Group:	Agency: Blacklick Valley SD

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>Elementary Impact 2019-2020 - We lost about 53 days of in-person instruction. 2020-2021 - We lost about 50 days of in-person instruction. At the elementary level we are using the following instructional tools to identify learning loss: Math: CDTs - grades 3 to 6, Math fact fluency grades 1 through 6th grade, EASY CBM, PVASS data, Next day data offered by the IU08 Reading: DRA's -grades K to 3, Aims Web - grades K-3, Sight word fluency-grades K-3, PVASS data, Next day data offered by the IU08 High School Impact: 2019-2020 - We lost about 53 days of in-person instruction. 2020-2021 - We lost about 59 days of in-person instruction. At the high school level we are using the following instructional tools to identify learning loss: Math: CDTs, EASY CBM, PVASS data, Next day data offered by the IU08 Reading: Easy CBM, CDTs, PVASS data, Next day data offered by the IU08</p>
Chronic Absenteeism	<p>Elementary For the 2020-2021 school year - We used students with 15 or more days. We had 16 students with chronic absenteeism. High School For the 2020-2021 school year - Students with 18 or more days We had 81 students with chronic absenteeism.</p>
Student Engagement	<p>Elementary & High School For the 2020-2021 school year, we established an After School Academy to help students who were getting behind academically because of virtual learning, hybrid learning or students being quarantined because of the Pandemic. We used the student data we listed under "Academic Impact of Lost Instructional Time" in this grant. Students worked with teachers after school in small group settings to help students with their missing work or for academic support. Bus transportation was provided. During the summer of 2021, we had a summer program to help students who were identified with learning loss because of the Pandemic to help students meet their learning deficits. Bus transportation was provided. We also had a summer 2021 STEM camp to also help all children with learning losses in science and math. Bus transportation was provided. For the 2021-2022 school year, we are continuing the After School Academy for students with any learning losses using the current data we have which is mentioned above in the "Academic Impact of Lost Instructional Time." We will continue our Summer Academy and STEM Camp this year and for the 2022-2023 & 2023-2024 school year.</p>

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	Elementary & High School We are currently using a researched based survey to assess students social and emotional well being towards school from kindergarten through twelfth grade. The survey is called "Pupil Attitudes to Self and School" or known as PASS. The survey results give administrators and teachers highly reliable and valid information into how students feel about themselves as a learner and how they feel about school. The School Wide PBIS teams in the elementary and high school and the Trauma teams will analyze the data to bridge gaps where students' needs have to be met. Our PBIS teams have been up and running for many years which help reinforce student behavior and self-esteem. Our Trauma teams have been looking at what we are currently doing and any new endeavors we need to implement from the PASS survey to help with social and mental health aspects of students and staff.
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])	

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	<p>For the 2020-2021 school year, we used EASY CBM to find the benched marked learning losses of the children with IEPs. After using the data, we offered families of students with IEPs compensatory education with in-person learning for the summer of 2021. We will continue this process for the summer of 2022, 2023 & 2024. We bought extra Chromebooks for all families who did not have a device to use at home for virtual, hybrid, or quarantined days the child had to learn from home. Some students were offered paper and pencil packets especially for younger children because of the educational gap of using an electronic device. For the 2020-2021 school year, we established an After School Academy to help IEP students who were getting behind academically because of virtual learning, hybrid learning or students being quarantined because of the Pandemic. We used the student data we listed under "Academic Impact of Lost Instructional Time" in this grant. Students worked with teachers after school in small group settings to help students with their missing work or for academic support. Bus transportation was provided. During the summer of 2021, we had a summer program to help IEP students who were identified with learning loss because of the Pandemic to help students meet their learning deficits. Bus transportation was provided. We also had a summer 2021 STEM camp to also help IEP students with learning losses in science and math. Bus transportation was provided. For the 2021-2022 school year, we are continuing the After School Academy for students with IEPs tracking any learning losses using the current data we have which is mentioned above in the "Academic Impact of Lost Instructional Time." We will continue our Summer Academy and STEM Camp this year and for the 2022-2023 & 2023-2024 school year.</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	<p>For the 2020-2021 we identified students we considered homeless with learning losses through the different assessment mentioned in the above section marked "Academic Impact of Lost Instructional Time." We bought extra Chromebooks for all families who did not have a device to use at home for virtual, hybrid, or quarantined days the child had to learn from home. Some students were offered paper and pencil packets especially for younger children because of the educational gap of using an electronic device. We also provided appropriate transportation for the students labeled homeless. For the 2020-2021 school year, we established an After School Academy to help Homeless students who were getting behind academically because of virtual learning, hybrid learning or students being quarantined because of the Pandemic. We used the student data we listed under "Academic Impact of Lost Instructional Time" in this grant. Students worked with teachers after school in small group settings to help students with their missing work or for academic support. Bus transportation was provided. During the summer of 2021, we had a summer program to help homeless students who were identified with learning loss because of the Pandemic to help students meet their learning deficits. Bus transportation was provided. We also had a summer 2021 STEM camp to also help homeless students with learning losses in science and math. Bus transportation was provided. For the 2021-2022 school year, we are continuing the After School Academy for homeless students with any learning losses using the current data we have which is mentioned above in the "Academic Impact of Lost Instructional Time." We will continue our Summer Academy and STEM Camp this year and for the 2022-2023 & 2023-2024 school year.</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>For the 2020-2021 we identified low income students with learning losses through the different assessment mentioned in the above section marked "Academic Impact of Lost Instructional Time." We bought extra Chromebooks for all families who did not have a device to use at home for virtual, hybrid, or quarantined days the child had to learn from home. Some students were offered paper and pencil packets especially for younger children because of the educational gap of using an electronic device. For the 2020-2021 school year, we established an After School Academy to help low income students who were getting behind academically because of virtual, hybrid learning or being quarantined. We used the student data we listed under "Academic Impact of Lost Instructional Time" in this grant. Students worked with teachers after school in small group settings to help students with their missing work. Bus transportation was provided. During the summer of 2021 we had a summer program to help low income students who were identified with learning loss because of the Pandemic to help them to meet their deficits. Bus transportation was provided. We also had a summer STEM camp to also help low income children with learning losses in science and math. Bus transportation was provided. For the 2021-2022 school year, we are continuing the After School Academy for low income students with any learning losses using the current data we have which is mentioned above in the "Academic Impact of Lost Instructional Time." We will continue our Summer Academy and STEM Camp this year and for the 2022-2023 school year.</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	All students have been impacted one way or another with learning loss. Our best strategy has been the after school/summer Academy we started in 2020-2021 school year and will continue this school year which is the 2021-2022 school year and will continue the after school/summer program for the 2022-2023 and 2023-2024 school year.

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

Academic impact of lost instructional time

Chronic absenteeism

Student engagement

Social-emotional well-being

Other impact

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

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

Students from low-income families

Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

Gender (e.g., identifying disparities and focusing on underserved student groups by gender)

English learners

Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))

Students experiencing homelessness

Children and youth in foster care

Migrant students

Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	All students have been impacted one way or another with some type of social-emotional needs. For the 2020-2021 school year, we did our very best to have in-person learning. We started on January 11, 2021 in-person learning and continued for the rest of the school year. For the 2021-2022 school year we established our trauma teams and started with the "Pupil Attitudes to Self and School" survey which we will be looking at the data to implement any strategies to bridge gaps of social and emotional concerns of students and staff.

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	The administration team, which includes our Special Education Director and school nurse, checks student attendance on a monthly basis. Also we check students who have to be quarantined according to CDC and state guidelines. We use this data and offer parents and students the opportunity to be enrolled in our After School Academies to help students with any learning loss due to not getting in-person instruction. All students benefit from this process, but as mentioned before our low-income students, students with IEPs and homeless & foster are subgroups we are constantly checking for absenteeism and being quarantined.

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:

Message Board

Author

Message

Type

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Section: Engaging Stakeholders in Plan Development	Status: Complete
Group:	Agency: Blacklick Valley SD

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.)

When the Pandemic started in March of 2020 and has continued through this current school year, the greatest need at the time was parents needing a device for virtual learning. The school district bought Chromebooks, so parents could borrow them to meet the needs of remote learning of our students Pre-K through twelfth grade. As the Pandemic continued through the 2020-2021 school year, parents were asking for academic recovery loss of their children due to students being virtual, quarantined, and hybrid learning. We started our After School Academy, Summer Academy, High School Credit Recovery programs that have been staffed with certified teachers helping students with their individual needs. Another concern from working parents was the transportation of the children who were in our After School Academy, Summer Academy, and High School Credit Recovery Program. The school district has provided the needed transportation so that students who could not be picked up by parents could continue getting the services for learning loss through the Pandemic. The school district will pay for credits high school students may have lost due to the Pandemic learning loss and students who need credits to graduate. Since many of our families are considered economically disadvantaged, many families do not have the money for their children to pay credit recovery.

* 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)**

Starting with the summer of 2020, William Kanich, Superintendent, held periodic meetings with District stakeholders. That team includes: William Kanich - Superintendent of Schools, Dr. Laura Fisanick - High School Principal, Ron Rhoades - Elementary Principal, Heather Rhine - Special Education Director, Bethany Peracchino - Business Manager, Dr. Wilson- school doctor, Samantha Conrad- school nurse, Andy Mulato- school maintenance director, Steve Szymusiak - parent, Angela Villa- parent, Shawn McMullen - parent. He continued those meeting throughout 2021 and is planning to continue them through through the foreseeable future. Establishing our Reopening Plan and discussion on the use of ESSER monies have gone through the committee for ideas and input.

*** 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)**

Our reopening plan and ESSERs funding is put on our school website for the public to review and ask questions. We also list all of our scheduled Board Meeting for the public if they wish to come and provide public comment/questions.

Message Board

Author	Message	Type	Date
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Section: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction	Status: Complete
Group:	Agency: Blacklick Valley SD

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.

For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue identifying all students learning losses due to the current Pandemic through the different assessment mentioned in the above section marked "Academic Impact of Lost Instructional Time." We will continue to buy extra Chromebooks for all families who do not have a device to use at home for virtual, hybrid, or quarantined days the child has to learn from home. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue an After School Academy to help students who were getting behind academically because of virtual, hybrid learning or being quarantined. We used the student data we listed under "Academic Impact of Lost Instructional Time in this grant." Students will work with teachers after school in small group settings to help students with any missing work, academic support or learning losses. Bus transportation will be provided. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue our Summer Academy Program, High School Credit Recovery Program and our Summer Stem program to help all students who are currently experiencing learning loss or future students who may face learning loss due to the ongoing Pandemic. Bus transportation will be provided.

* **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.

For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue identifying all students learning losses through the different assessments mentioned in the above section marked "Academic Impact of Lost Instructional Time." We will continue to buy extra Chromebooks for all families who do not have a device to use at home for virtual, hybrid, or quarantined days the child has to learn from home. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue an After School Academy to help students who were getting behind academically because of virtual, hybrid learning or being quarantined. We used the student data we listed under "Academic Impact of Lost Instructional Time in this grant." Students will work with teachers after school in small group settings to help students with any missing work or academic support. Bus transportation will be provided. For the 2021-2022, 2022-2023 school year and 2023-2024 school year, we will continue our Summer Academy Program, High School Credit Recovery Program and our Summer Stem program to help all students who are currently experiencing learning loss or future students who may face learning due to the ongoing Pandemic. Bus transportation will be provided. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue using our researched based survey to assess students' social and emotional well being towards school from kindergarten through twelfth grade. The survey is called "Pupil Attitudes to Self and School" or known as PASS. We will continue administering the survey twice a year. The survey results give administrators and teachers highly reliable and valid information into how students feel about themselves as a learner and how they feel about school. The School Wide PBIS teams in the elementary and high school and the Trauma teams will analyze the data to bridge gaps where students' social and emotional needs have to be met. Starting in 2020-2021 & 2021-2022, we have bought snacks when necessary for students to decrease the transmission of Covid 19 in our schools. The After School academies, Summer Program, and daily class breaks are some examples why we bought snacks. Teachers approached us, stating that their students were complaining of hunger and not able to focus appropriately. The purchase of small snacks during these programs helps the students function better and results in more promising progression and attendance. The process of buying snacks has worked well because we have been able to have in-person learning in both schools. We will continue this process for the 2022-2023 & 2023-2024 to decrease the spread of Covid 19. Our PBIS teams have been up and running for many years which help reinforce student behavior and self-esteem. Our Trauma teams have been looking and planning what we are currently doing to help with the mental aspects of students and staff. Both the PBIS Teams, Trauma teams and the school district will seek guidance from our specialists from IU 08 for any future endeavors to continue looking at the mental aspects of our students and staff.

*** 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)

N/A

*** 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	3,247,329	20%	 649,466

Message Board

Author	Message	Type	Date
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Section: Monitoring and Measuring Progress	Status: Complete
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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	<p>Elementary Impact 2019-2020 - We lost about 53 days of in-person instruction. 2020-2021 - We lost about 50 days of in-person instruction. At the elementary level we are using the following instructional tools to identify learning loss: Math: CDTs - grades 3 to 6, Math fact fluency grades 1 through 6th grade, EASY CBM, PVASS data, Next day data offered by the IU08 Reading: DRA's -grades K to 3, Aims Web - grades K-3, Sight word fluency-grades K-3, PVASS data, Next day data offered by the IU08 High School Impact: 2019-2020 - We lost about 53 days of in-person instruction. 2020-2021 - We lost about 59 days of in-person instruction. At the high school level we are using the following instructional tools to identify learning loss: Math: CDTs, EASY CBM, PVASS data, Next day data offered by the IU08 Reading: Easy CBM, CDTs, PVASS data, Next day data offered by the IU08</p>
Opportunity to learn measures (see help text)	

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue identifying all students learning losses through the different assessments mentioned in the above section marked "Academic Impact of Lost Instructional Time." We will continue to buy extra Chromebooks for all families who do not have a device to use at home for virtual, hybrid, or quarantined days the child has to learn from home. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue an After School Academy to help students who were getting behind academically because of virtual, hybrid learning or being quarantined. We used the student data we listed under "Academic Impact of Lost Instructional Time in this grant." Students will work with teachers after school in small group settings to help students with any missing work or academic support. Bus transportation will be provided. For the 2021-2022, 2022-2023 school year and 2023-2024 school year, we will continue our Summer Academy Program, High School Credit Recovery Program and our Summer Stem program to help all students who are currently experiencing learning loss or future students who may face learning due to the ongoing Pandemic. Bus transportation will be provided. For the 2021-2022, 2022-2023 and 2023-2024 school year, we will continue using our researched based survey to assess students' social and emotional well being towards school from kindergarten through twelfth grade. The survey is called "Pupil Attitudes to Self and School" or known as PASS. We will continue administering the survey twice a year. The survey results give administrators and teachers highly reliable and valid information into how students feel about themselves as a learner and how they feel about school. The School Wide PBIS teams in the elementary and high school and the Trauma teams will analyze the data to bridge gaps where students' social and emotional needs have to be met. Our PBIS teams have been up and running for many years which help reinforce student behavior and self-esteem. Our Trauma teams have been looking and planning what we are currently doing to help with the mental aspects of students and staff.</p>

	<p>Data Collection and Analysis Plan (including plan to disaggregate data)</p>
<p>Jobs created and retained (by number of FTEs and position type) (see help text)</p>	<p>The District is attempting to retain all current employees, while hoping to recruit some additional staff. The pandemic has caused us to lose some support personnel and those are typically the most difficult to fill. We have increased our starting rate for these positions and increased the current employee's rates in hopes of retaining who we have. We are also considering offering individual benefits with a premium to employees working a minimum of 25 hours per week. We plan to use the ESSER funding to help with these additional costs. However, we feel these are moves we need to make in order to recruit and retain staff in these positions (cleaners, paraprofessionals, and cafeteria workers). We have hired a new Reading Specialist at the Elementary School, which is a new position. We are also considering hiring an additional teacher at the High School to accommodate students. We are a small school and do not pay as high of salaries as some neighboring districts, so we are planning to use the ESSER funds to pay retention bonuses to our staff for the extra work they have been putting in, hoping that this will keep them.</p>
<p>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</p>	<p>After School Academy: Elementary: From October 2021 to June 3, 2021 - Over 57 different students were enrolled. From September to current date - 65 different students have been enrolled. High School: From October 2021 to June 3, 2021 - Over 79 different students were enrolled. From September to current date - 75 different students have been enrolled Summer Academy: Elementary: From June 2021 to July 2021 - 59 students. High School: From June 2021 to July 2021- 46 students</p>

Message Board

Author

Message

Type

Date

Grant Title:

American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)

Agency:

Blacklick Valley SD

Project No:

223-21-0039

Type:

Original

Total Allocation:

\$3,247,329.00

Award Amount:

\$3,247,329.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: ARP ESSER Assurances	Status: Complete
Group:	Agency: Blacklick Valley SD

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.

Message Board

Author	Message	Type	Date
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Grant Title:

American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)

Agency:

Blacklick Valley SD

Project No:

223-21-0039

Type:

Original

Total Allocation:

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Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: LEA Health and Safety Plan Upload	Status: Complete
Group:	Agency: Blacklick Valley SD

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.**

Upload Files

File Name	Uploaded By	Uploaded Date	Download	Delete
Blacklick Valley School District Health and Safety Plan 2021.docx	Kanich, William	7/29/2021 11:03:22 AM		
Approved Blacklick Valley Health and Safety Plan.pdf	Kanich, William	8/23/2021 1:47:04 PM		

Message Board

Author	Message	Type	Date
William Kanich	URL: www.bvsd.k12.pa.us	External	7/29/2021 9:24:35 AM

Grant Title:

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Blacklick Valley SD

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223-21-0039

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Awarded Date:

3/13/2020

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Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...

Section: Budget Summary	Status: Complete
Group:	Agency: Blacklick Valley SD

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	\$914,696.00	\$412,706.60	\$196,066.17	\$0.00	\$185,288.00	\$325,324.28	\$0.00	\$2,034,081.05
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

	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
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	\$260,400.00	\$66,792.60	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$327,192.60
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$623,272.00	\$159,869.27	\$0.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$823,141.27
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$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	\$62,914.08	\$0.00	\$0.00	\$62,914.08

	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
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,798,368.00	\$639,368.47	\$196,066.17	\$0.00	\$248,202.08	\$365,324.28	\$0.00	\$3,247,329.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,247,329.00

Message Board			
Author	Message	Type	Date