

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	Clarion-Limestone Area School District will assess students using various tools. The STAR program, CDT, PSSA, Keystone, PVAAS will be used to measure the overall learning loss for students that was impacted by lost instructional time.
Chronic Absenteeism	Utilizing the district truancy protocols, chronic absenteeism will continue to be on the radar of the district administration. A variety of intervention strategies will be used to avoid chronic absenteeism. Such strategies that will be used are "Under My Wing" program, home visits, truancy elimination meetings, parent student councilor meetings. To promote in a positive way those who previously that were deemed as chronic absenteeism students celebration of their more consistent attendance will occur via assemblies, phone calls home, lunch with the Principal, and other motivational strategies.
Student Engagement	Beginning in the 2021-2022 School Year each student K-12 received a device logged to them. The District has taken on the liability on each student's behalf with the understanding students and parents are accountable for treating the device as if it was their own. District teachers are required to post weekly lesson plans in Google classroom using a district template. This will allow for students to easily access material they missed without having to contact the teacher. This missed work can be made up prior to returning to school the next day. For students that are quarantined or on vacation an invite to attend the synchronous learning is an option. If either school and or the district is mandated to close due to covid or other factors affected by covid the district is prepared to instruct students K-12 remotely. Above all it is our intention to be in person 5 days a week for 180 days.
Social-emotional Well-being	The C-L school district has contracted a social worker for the past three years. This social worker provides grade level, group level, and individual level presentations and/or counseling. The social worker has built a foundation of trust, confidentiality, and awareness of her skill set for our students and faculty. Documentation is kept daily of the students and their needs that are addressed.
Other Indicators	Students identified as special education, homelessness, foster care, and probation will be monitored by the liaisons regularly for any setback due to the pandemic.

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	Approximately 2/3 of our students come from low income families. Previous testing scores will be compared to the same assessment scores throughout the year. Learning loss for these students will be measured in this capacity. Accelerated learning will be used district wide to close these gaps.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	We are aware that the pandemic impacted our students in a variety of ways. The "Under My Wing" program has been initiated via the Superintendent with the direction for each staff member to discover their "Under My Wing" student. These students will be chosen by an interaction among student and staff possibly due to behavior, attendance, hunger, shyness, loss of a family member, etc. Documentation will be kept and progress and/or failures will be shared with the Superintendent throughout the year. The evaluation of the program will be that every student has a reason to come to school.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Kindergarten students stand out as a sub group affected by the pandemic and closure of schools at time last year. The district retained twelve kindergarteners. Through intervention meetings with staff weekly these twelve students will be monitored on their progress compared to the progress of their classmates. Progress will include academic, behavioral and emotional realms.

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	To address the social emotional needs of the C-Lstudents the "Under My Wing" program has been instituted. Every staff member in the district will choose their "Under My Wing" student (staff are also encouraged to select more than 1). The idea behind this program is to give every student a reason to come to school. Periodic check-ins with the Superintendent will be directed.

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.

"Under My Wing" students

Reflecting on Local Strategies: Strategy #2

	Strategy Description
<p>Strategy #2</p>	<p>Roles and responsibilities of some individual district staff were adapted for the betterment of the school district in order to run more effectively, specifically utilizing human resources in a smarter way. The district now has two staff attending the IU curriculum meetings (no one attended previously). Accelerated learning as stated previously will be a district wide strategy to address the academic impact of lost instructional time. In the elementary school the Principal has initiated TEAM morning meetings with grade levels and himself. These meetings are for staff to discuss students who are struggling academically, emotionally, and behaviorlly. At the high school department heads are responsible for doing the same with their staff.</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.

Identified students K-12 who are struggling academically, emotionally, and/or behaviorally.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on

underserved student groups by race or ethnicity)

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Throughout the pandemic, the Pandemic Task Force Team met multiple times to engage in meaningful consultation with each other and the School Board of Directors. The Team consists of parents, administrators, teachers, custodial staff, school board members, students, health professionals and community partners. The Team continues to meet and the School Safety Plan is reviewed at monthly board meetings.

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)**

Without the stakeholders and public input, we wouldn't have been able to complete this ESSER III plan. The stakeholders are the ones that know what is needed for our school community to function during this pandemic. Notes were taken during each task force meeting, even when they were held virtually. These minutes were shared with the task force team and the school board members. As items were discussed at board meetings, the ESSER III grant was a consideration for funds to purchase items/needs/services discussed in public.

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 plan has and will continue to be discussed at monthly board meetings. The plan will be placed onto the school website within 90 days of receipt of ESSER funding. The language that will be used will be English and the parts of importance to the community at large will be highlighted in a one-page summary document that will be on the website too. If an individual needs assistance in reading or understanding the plan, the central office phone # and email will be provided for them to contact.

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.

Clarion-Limestone Elementary School has initiated a 30 minute morning collaboration meeting each day between grade levels, school counselor, school psychologist, principal, social worker, and others. These occur each week with K, 1,2 meeting on Tuesdays. Grades 3,4 meeting on Wednesdays. Grades 5,6 meeting on Thursdays. The principal runs the meeting in which discussion is held on students' concerns academically, emotionally, and mentally and impacts of the pandemic on these concerns. Strategies and modifications are brainstormed for staff to consider and revisited the following week for progress or an impasse. Students are referred to Child Study, counseling, small group instruction, Title, etc. Due to learning loss, students can even be placed in a reading class in a lower grade level to help remedy the loss. Within the timeframe of these funds, the elementary will be purchasing a new math series that will be completely online and available to students directly onto their 1:1 devices. Math class will be taught online using the devices and students at home (under quarantine) will easily access the lessons. With this capability, students can be assigned remediation and intervention lessons to do at home. Staff is being utilized throughout the day to provide another "section" if you will for grade levels needing the smaller group settings for math and reading. The Title and special education programs have been utilized in a more meaningful way in order to reach more students that qualify for the assistance. At the High School, 2nd period continues to be the "Enrichment" period for all students. This is the time that students go to teachers for any help or remediation they need and assistance with homework. Staff communicates with one another in regards to asking for any work-study hall students may need to make up so that they can be sure the work is done in study hall. Teachers stay after school to tutor students one on one. The district purchased Teachers Pay Teachers (TPT) this school year so that teachers have digital resources at their fingertips to assign to all students for review and/or individuals who need more remediation or reteaching. The TPT activities link directly to student devices via google classroom. Assessments are quickly given and graded for teacher review of the missing skills of students. The funds will be used for the math series, online subscriptions and supplies that will be used in education, evidence-based data tracking, and security for all these features. We will also use the funds for after school tutoring wages and benefits and summer school wages and benefits. We are also utilizing funds for enrichment and study hall periods that are used in the high school to help accomplish the goals of learning loss and needs of students.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and

Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The continuity of services and access to instruction component will be addressed by the hiring of a music position that was vacated due to a retirement. Although the position could have not been filled, due to mitigation measures of distancing and offering smaller class size and more electives, the music position was filled. Regular attendance is a focus for the district this year. In fact, home visits are made by administration and teachers to bring students to school. A school van will be purchased and this is one reason for that purchase. The school van will also help with mitigation measures for distancing for trips by our life skills students to the local Goodwill to work, our golf team to attend meets, our HS student group to attend outside events, visitation of students to colleges, etc. Many uses for the van can be given. Facilities Improvement will occur as an extra custodian will be hired to just focus on cleaning doorknobs and railings all day long. In order to space students out for lunch, the LGI room at the elementary will be utilized as well as the cafeteria. These areas and others are ionized nightly for mitigation efforts. Using data collected and reported for P-ebt, Clarion-Limestone had a 13.05% average amount of students that were virtual during the time that the school district was not shut down due to COVID cases or substantial phase in 20-2021 school year. We are using a portion of these funds for 13.05% of wages and benefits for our clerk typists, secretaries, custodial staff, Paraprofessionals, administration, and business office for the school year 20-21. We are also utilizing these funds for health and safety supplies needed for students and staff. The funds will be used towards supplies needed to assist in the education of students with social distancing taken into consideration. With an ongoing pandemic, we are utilizing these funds for the subs needed for our teachers, paraprofessionals, custodial staff, and other support staff employees. These funds will also be used to assist us with the overtime hours required by our custodial staff to maintain a clean, safe and healthy environment for our students and staff. We also are using the funds towards teachers salaries and benefits less subsidy for the time that they are putting towards cyber in the 21-22 school year. There are also funds to be used for the staff that is being used for the integration of our one on one project for students this year and technology.

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	1,797,923	20%	359,585

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	In both buildings, students will participate in beginning of the year, middle of the year and end of the year assessments. These assessments will include STAR, PSSA, CDT's, Keystones. Scores over past years for each student will be analyzed for gaps in learning due to covid. The skills will be determined via this analysis. Students will be directed at the high school to attend certain enrichment classes and students will enter and exit the Bright Beginners program at the elementary school.
Opportunity to learn measures (see help text)	C-L is a 1:1 school district now. Exciting! Each student has received a device assigned just to them. At the high school, it is "their book". They bring it to every class and back and forth to home and school daily. Teachers utilize the devices with the students in class and assign homework and quizzes via google classroom. At the elementary school, the devices for now are housed in the classrooms. They are taken out daily and used during instruction. For FIDS days and/or possible closure, the plan is in place for them to take their devices and chargers home just like the high school students do. For these types of closure, staff will provide synchronous classes via google classroom.
Jobs created and retained (by number of FTEs and position type) (see help text)	A high school music position was retained due to these funds. The retention was needed for mitigation for covid. The retained music position created smaller classes and more electives to allow for smaller classes during different periods of the day. This was a 1.0 FTE. A custodial position was retained due to having one person in the district cleaning doorknobs and railings all day long each day. Without the need for this person, the custodial position would have remained unfilled. This is a 1.0 FTE.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The elementary school never had a summer school until this past summer. This program will continue per these funds. The high school summer school was fully funded by parents. This funding fully supports the high school summer school students instead of putting the financial burden on the parents. The elementary school has a before and after school tutoring program that assists with discovering the learning loss of students.

	Data Collection and Analysis Plan (including plan to disaggregate data)
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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

\$1,797,923.00

Allocation

\$1,797,923.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100.00	Educator Level 1 and 2 training 20-21
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$366.89	Art supplies for remote students 20-21
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$9,695.85	online learning subscriptions: 20-21 Enchanted Learning, IXL, K12 Management DBA Fueled, Learning A-Z. Membean, Microbric LLC, Super Teacher Worksheets
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,886.72	Learning support supplies and subscriptions to help with remote and covid: N2y, LLC and Teacher Synergy LLC

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$461.99	mileage for paraprofessionals to assist the remote learning of a special education student
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$1,295.00	virtual business subscription to business classes during remote
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$209.30	tutoring mileage for homebound students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,357.65	June 2021 summer school wages
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,373.71	June 2021 summer school benefits less subsidy
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$12,497.65	July and August 2021 summer school wages
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,834.67	July and August 2021 summer school benefits less subsidy
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,000.00	estimate for wages for June 2022 summer school

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,936.31	Estimate for supplies for summer school 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$62,500.00	Estimate for subs needed for the district to operate in pandemic
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,611.00	21-22 salary for music teacher that was needed for operations of school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$29,862.72	21-22 benefits less subsidy for music teacher that was needed for operations of school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$105,207.00	21-22 salaries positions to help in the integration of one on one computers and cyber
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$42,564.18	21-22 benefits less subsidy positions to help in the integration of one on one computers and cyber
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	21-22 After school tutoring estimate of wages
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$30,000.00	22-23 estimate on wages for summer school

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$25,144.80	21-22 Pearson math envision common core, practice & reteaching workbook
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,000.00	21-22 calculators to eliminate sharing
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,500.00	21-22 music class supplies to eliminate sharing
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,183.60	21-22 various subscriptions for education and data collection (a-z reading.com, IXL, Teacher Pay Teachers, SuperTeacher Worksheets, Bee-bot, Code Monkey, Flocabulary, US Games Fitness, voce digitals)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,037.00	21-22 ny2 / Edhelpr / Moby Max subscriptions
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$2,400.00	21-22 online subscriptions for education - Adobe, software and online resources estimate
1400 - Other Instructional Programs – Elementary /	500 - Other Purchased Services	\$1,000.00	21-22 estimate for travel

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
Secondary			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$125,000.00	21-22 Math Online Math Series
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$58,623.64	22-23 salary for music teacher that was needed for operations of school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$28,334.72	22-23 benefits less subsidy for music teacher that was needed for operations of school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,737.31	20-21 social distancing and remote learning supplies and Subscription to IXL
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$191,064.07	21-22 Salaries and Wages for regular ed teachers for time spent on Enrichment , study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$77,694.07	21-22 Benefits less subsidy for regular ed teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
			21-22 Salaries and Wages for special ed

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$23,003.38	teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$10,760.23	21-22 Benefits less subsidy for special ed teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$40,580.68	21-22 Salaries and Wages for career & Technical teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$19,444.67	21-22 Benefits less subsidy for career & Technical teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$5,853.54	21-22 Salaries and Wages for other instructional teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
			fight of learning loss)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,855.88	21-22 benefits less subsidy for other instructional teachers for time spent on Enrichment, study halls, and cyber (enrichment and study halls are helping in the fight of learning loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$20,000.00	22-23 school year tutoring
		\$1,066,978.23	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,797,923.00

Allocation

\$1,797,923.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$32.25	mileage reimb and coping skills kit reimb 20-21
2200 - Staff Support Services	600 - Supplies	\$2,851.68	classroom projectors and document cameras 20-21
2200 - Staff Support Services	600 - Supplies	\$33,528.97	MIS supplies and subscriptions 20-21 Apple care for ipads, case, ipad pens, document cameras, cyber security subscription, Firewall license and support, safeshare licenses, classroom remote control software for labs, mosyle licensing, iPad mobile device licenses, cords, Securly Anwhere filtering, cables
			20-21 ebooks, myOn

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$6,525.15	Reader Tier 3 Subscription, Library World Book online database
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$724.50	20-21 advertisement for subs due to shortage, phased reopening, board meetings due to closures
2600 - Operation and Maintenance	600 - Supplies	\$2,421.81	20-21 renting of portable washing station, parts and solenoid for bottle fillers, dehumidifier for air cleaning
3200 - Student Activities	400 - Purchased Property Services	\$124.00	20-21 streaming online for play and video license
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$50,900.04	Social worker services 20-21 for C-L established social worker
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$39,990.37	Para 20-21 13.05% of salary using the remote learning %
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$23,580.78	Para 20-21 13.05% of benefits less subsidy using the remote learning %
2600 - Operation and Maintenance	100 - Salaries	\$38,711.84	custodial 20-21 13.05% of salary using the remote learning %
			custodial 20-21

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2600 - Operation and Maintenance	200 - Benefits	\$21,592.78	13.05% of benefits less subsidy using the remote learning %
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$29,896.69	Clerk Typist and Secretary 20-21 13.05% of salary using the remote learning %
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$22,730.57	Clerk Typist and Secretary 20-21 13.05% of benefits less subsidy using the remote learning %
2200 - Staff Support Services	100 - Salaries	\$12,707.44	MIS dept 20-21 13.05% salaries for remote learning
2200 - Staff Support Services	100 - Salaries	\$9,460.35	Special Ed Supervisor 20-21 13.05% salaries for remote learning
2200 - Staff Support Services	200 - Benefits	\$4,027.19	Special Ed Supervisor 20-21 13.05% benefits less subsidy for remote learning
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$21,331.24	Superintendent and Secretary 20-21 13.05% salaries for remote learning
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$8,281.15	Superintendent and Secretary 20-21 13.05% benefits less subsidy for remote learning
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$21,333.55	Principals 20-21 13.05% salaries for remote learning

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$8,408.59	Principals 20-21 13.05% benefits less subsidy for remote learning
2500 - Business Support Services	100 - Salaries	\$11,047.09	Business Manager and Payroll Manager 20-21 13.05% salaries for remote learning
2500 - Business Support Services	200 - Benefits	\$2,522.44	Business Manager and Payroll Manager 20-21 13.05% benefits less subsidy for remote learning
2700 - Student Transportation	100 - Salaries	\$4,068.64	Director of transportation 20-21 13.05% salary for remote learning
2700 - Student Transportation	200 - Benefits	\$3,235.68	Director of transportation 20-21 13.05% benefits less subsidy for remote learning
2200 - Staff Support Services	200 - Benefits	\$4,493.41	MIS dept 20-21 13.05% benefits less subsidy for remote learning
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$50,900.00	Social worker services for 2021-22 for C-L established social worker
2200 - Staff Support Services	600 - Supplies	\$14,000.00	21-22 estimate for computer and repairs

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$3,500.00	21-22 replacement of boiler in cafeteria
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$1,139.00	21-22 ipad and case for psychologist for online testing
2200 - Staff Support Services	600 - Supplies	\$3,725.00	21-22 Mosyle license
2200 - Staff Support Services	600 - Supplies	\$5,415.00	21-22 securly subscription
2200 - Staff Support Services	600 - Supplies	\$18,820.00	21-22 Yearly License and support for Wi-Fi Access Points
2200 - Staff Support Services	600 - Supplies	\$3,250.00	21-22 Yearly license for Adobe administration and Impero
2200 - Staff Support Services	600 - Supplies	\$8,600.00	21-22 interactive TV's, misc. replacement parts
2200 - Staff Support Services	600 - Supplies	\$12,500.00	21-22 Google Chromebooks for one to one
2200 - Staff Support Services	600 - Supplies	\$4,000.00	21-22 Library apps and online databases
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$1,000.00	21-22 advertising for board meetings
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$2,400.00	21-22 estimate for Single Audit due to increased Federal Funding from Covid

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$20,000.00	21-22 Cleaning supplies estimate
2600 - Operation and Maintenance	100 - Salaries	\$26,478.40	21-22 custodial position retained salary
2600 - Operation and Maintenance	200 - Benefits	\$3,887.00	21-22 custodial position retained benefits less subsidy
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$50,900.00	Social worker services for 2022-23 for C-L established social worker
2000 - SUPPORT SERVICES	100 - Salaries	\$12,000.00	Overtime hours for custodial staff to meet the cleaning needs of the district
2600 - Operation and Maintenance	100 - Salaries	\$40,000.00	estimates for custodial subs in the district
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$15,000.00	solicitor fees dealing with pandemic issues
2500 - Business Support Services	600 - Supplies	\$1,299.42	20-21 Annual Billing Accounting, HR software 13.05% allocated for remote time
2600 - Operation and Maintenance	600 - Supplies	\$3,538.06	20-21 portable wash station, covid supplies, air control and thermostat work. portable radio and batteries - all items used in health and safety

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$11,146.60	20-21 library flocabulary subscription, adobe subscription, renaissance reading platform subscription
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$227.30	20-21 advertising for covid related matters
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$2,137.03	20-21 school messenger - communication with parents
2600 - Operation and Maintenance	600 - Supplies	\$30,553.76	22-23 cleaning and safety supplies
		\$730,944.77	

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$574,861.01	\$181,664.07	\$100.00	\$0.00	\$0.00	\$199,564.76	\$0.00	\$956,189.84
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$23,003.38	\$10,760.23	\$0.00	\$0.00	\$461.99	\$2,923.72	\$0.00	\$37,149.32
1300 CAREER AND TECHNICAL EDUCATION	\$40,580.68	\$19,444.67	\$0.00	\$0.00	\$0.00	\$3,695.00	\$0.00	\$63,720.35
1400 Other Instructional Programs – Elementary / Secondary	\$5,853.54	\$2,855.88	\$0.00	\$0.00	\$1,209.30	\$0.00	\$0.00	\$9,918.72
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	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
2100 SUPPORT SERVICES – STUDENTS	\$39,990.37	\$23,580.78	\$152,700.04	\$0.00	\$32.25	\$1,139.00	\$0.00	\$217,442.44
2200 Staff Support	\$22,167.79	\$8,520.60	\$0.00	\$0.00	\$0.00	\$124,362.40	\$0.00	\$155,050.79

**Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$72,561.48	\$39,420.31	\$17,400.00	\$0.00	\$1,951.80	\$2,137.03	\$0.00	\$133,470.62
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$11,047.09	\$2,522.44	\$0.00	\$0.00	\$0.00	\$1,299.42	\$0.00	\$14,868.95
2600 Operation and Maintenance	\$105,190.24	\$25,479.78	\$0.00	\$0.00	\$0.00	\$60,013.63	\$0.00	\$190,683.65
2700 Student Transportation	\$4,068.64	\$3,235.68	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,304.32
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	\$124.00	\$0.00	\$0.00	\$0.00	\$124.00
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

Project #: 223-21-0086
Agency: Clarion-Limestone Area SD
AUN: 106161703
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$911,324.22	\$317,484.44	\$170,200.04	\$124.00	\$3,655.34	\$395,134.96	\$0.00	\$1,797,923.00
Approved Indirect Cost/Operational Rate: 0.0065								\$0.00
Final								\$1,797,923.00