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2020-2021

Division of Federal Programs
Jamestown Area SD

eGrants

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Grant Project Detail

Grant Title:

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

Agency:

Jamestown Area SD

Project No:

223-21-0199

Type:

Original

Total Allocation:

\$1,432,618.00

[\(/GrantsManagement/ProjectAllocationDetail?](/GrantsManagement/ProjectAllocationDetail?grantProjectID=131850)

[grantProjectID=131850\)](/GrantsManagement/ProjectAllocationDetail?grantProjectID=131850)

Award Amount:

\$1,432,618.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...



5/24 - Submit will be enabled for this application soon.

6/14 - LEA Health and Safety Plan upload section has been added. Please upload your plan to the application.

7/20 - ARP ESSER Prior Approval Forms have been made available on the project. Please complete an appropriate form for each project as defined in the American Rescue Plan (ARP) ESSER Prior Approval Process Tech Guide (coming soon, watch your email!). Please complete and all necessary Prior Approval subprojects BEFORE submitting your ARP ESSER Application. Submit has now been ENABLED.

Instructions

Application is completed and will remain in this step unassigned.

Content

Narratives

- ✓ Assessing Impacts and Needs
- ✓ Engaging Stakeholders in Plan Development
- ✓ Using ARP ESSER Funds to Plan for Safe, In-Person Instruction
- ✓ Monitoring and Measuring Progress
- ✓ ARP ESSER Assurances
- ✓ LEA Health and Safety Plan Upload

Budget

- ✓ Instruction Expenditures
- ✓ Support and Non-Instructional Expenditures
- ✓ Budget Summary

Authorized Signoff

Contract Document Signoff (/GrantsManagementSignoff?grantProjectID=131850)

Funding Accountability and Transparency Data

Enter Agency/LEA Information (/GrantsManagement/GrantFundingAccountability?grantProjectID=131850&assignmentID=0)

Revisions

[Create Revision \(/GrantsManagementRevision/Edit?grantProjectID=131850\)](/GrantsManagementRevision/Edit?grantProjectID=131850)

Reporting/Guidelines

[Project Reports \(/GrantsManagementReporting/Project?grantProjectID=131850\)](/GrantsManagementReporting/Project?grantProjectID=131850)

[Interim Reporting \(/GrantsManagementInterim?grantProjectID=131850\)](/GrantsManagementInterim?grantProjectID=131850)

[Final Reporting \(/GrantsManagementReporting/Final?grantProjectID=131850\)](/GrantsManagementReporting/Final?grantProjectID=131850)

Supporting Grants

[Supporting Grants \(/GrantsManagementSupportingGrant/SupportingGrant?grantProgramID=1181\)](/GrantsManagementSupportingGrant/SupportingGrant?grantProgramID=1181)

Administrative Functions





[Contact Information \(/GrantsManagementContacts?grantProjectID=131850\)](/GrantsManagementContacts?grantProjectID=131850)




[Grant Funding Worksheet \(/GrantsManagement/GrantFundingWorksheet?grantProjectID=131850\)](/GrantsManagement/GrantFundingWorksheet?grantProjectID=131850)

[Routing/Workflow \(/GrantsManagement/GrantRoutingWorkflow?grantProjectID=131850\)](/GrantsManagement/GrantRoutingWorkflow?grantProjectID=131850)

[Related Grant Applications \(/GrantsManagement/GrantRelatedApplicationsIndex?grantProjectID=131850\)](/GrantsManagement/GrantRelatedApplicationsIndex?grantProjectID=131850)

Sub Grant Applications

Grant Title	Project No.	Status	Workflow Step	Allocation	
ARP ESSER Prior Approval - Construction	223-21-0199 Storage Building	Completed	Receipt / Verification	\$0.00	
ARP ESSER Prior Approval - Other Capital Expenditures	223-21-0199 Vehicle-Van	Completed	Receipt / Verification	\$0.00	
ARP ESSER Prior Approval - Other Capital Expenditures	223-21-0199 Elem/High School Intercom Systems	Completed	Receipt / Verification	\$0.00	
ARP ESSER Prior Approval - Other Capital	223-21-0199 Video Surveillance Cameras	Completed	Receipt / Verification	\$0.00	

Expenditures					
ARP ESSER Prior Approval - Other Capital Expenditures	223-21-0199 HVAC Units	Completed	Receipt / Verification	\$0.00	
ARP ESSER Prior Approval - Other Capital Expenditures	223-21-0199 Door Replacements	Completed	Receipt / Verification	\$0.00	
ARP ESSER Prior Approval - Construction	223-21-0199 Kitchen Equipment/Installation	Completed	Receipt / Verification	\$0.00	


Showing : 1 to 7 of 7 entries

Message Board

Author	Message	Type	Date
Erin Derr	The following expenditures are unallowable with ARP ESSER funds; lawn tractor, 3D printer, and HS sound system.	External	3/4/2022 10:45:49 AM

 Add



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Section: Assessing Impacts and Needs	Status: Complete
Group:	Agency: Jamestown Area 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	Through the use of quarterly benchmarking, and READ180/System 44 data, the Jamestown Elementary School will identify learning gaps and deficits that have occurred as a result of lost instructional time. Jamestown Middle School and High School will utilize CBA's, CDT's, and Keystone results to identify areas of deficiencies and gaps in learning that have also occurred as a result of lost and interrupted instructional time.
Chronic Absenteeism	The district has worked tirelessly to address the needs of students who have been quarantined as a result of direct exposure or positively identified cases. Many students have been quarantined multiple times resulting in loss of face-to-face instructional opportunities. The district offers Microsoft Teams tutoring sessions, face-to-face tutoring sessions, after-school math/reading camps, summer camps, and remedial programs to target students experiencing issues with chronic absenteeism.
Student Engagement	Student engagement is a high priority in the district. Utilizing engaging/user-friendly technology, high interest, up-to-date textbooks, and supplies is of the utmost importance. The funding that has been provided during the pandemic has enabled the district to purchase some new technology, new textbooks, and supplies which will assist our teachers to close learning gaps where they exist.

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	The district is experiencing a high-demand for one-to-one counseling sessions. The district partners with an external mental health organization to assist families to obtain supports and resources as necessary.
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
Students from low-income families	The district currently has 48% of families which have been identified as low-income. Benchmarking data will be utilized to determine significant academic impacts to those students.
Students experiencing homelessness	The district currently has 4% of students that are identified as homeless. Benchmarking data will be utilized to determine significant academic impacts to those students.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The district has 16% of its students currently identified as special education. Progress monitoring, CBA's, IEP meetings with families, and additional behavioral assessment data will be utilized to assess the impact from the pandemic.

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	The district is using benchmarking assessment data to determine where learning gaps exist as a result of the pandemic. A variety of assessment tools are available for each grade level. Assessment data from the following are used: 4-sight, READ180/System 44, DIBELS, and CDT.

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:



Enter value

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.



Enter value

Reflecting on Local Strategies: Strategy #2



	Strategy Description
Strategy #2	The district is using two building counselors to provide one-to-one counseling sessions in response to the social-emotional needs of students. Due to the size of our district, the one-to-one assistance as been of tremendous benefit when addressing individual and family needs. We are providing an increased number of SAP referrals for more intensive mental health needs, more referrals for CYS, assistance for housing, shelter, and other basic necessities.

i. Impacts that Strategy #2 best addresses: (select all that apply)



Academic impact of lost instructional time

Chronic absenteeism

Student engagement

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)



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



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:



Enter value

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))


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



Message Board

Author	Message	Type	Date
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Actions...





Section: Engaging Stakeholders in Plan Development	Status: Complete
Group:	Agency: Jamestown Area 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.)



The district held a meeting that was open to the public to discuss how the ARP-ESSER funding would be utilized. Stakeholders from the school board, administration (including the special education administrators) were present. The district also used a survey that was available to the community and its stakeholders on its public webpage.

* 5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**



The district administration will continue to discuss the utilization of ARP-ESSER funds at its monthly board meetings. The results of the survey that was posted to the district webpage will also be taken into consideration during the development of the grant. All public comment and opinion will be taken into consideration by the school board and administration.

*** 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 ARP-ESSER funding opportunity has been in the process of development for several months. During this time, an online survey was made available to all staff members, community members, students, and other stakeholders. Additionally, the district held an open-public meeting specifically to discuss how the grant would be implemented. Once the grant is submitted, it will be published on the district webpage for public review.

Message Board

Author	Message	Type	Date
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Actions...





Section: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction	Status: Complete
Group:	Agency: Jamestown Area 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.



The district will provide on-going summer school opportunities for students to close learning deficits and gaps. Credit Recovery programs will also be provided for students that have experienced difficulty. Summer school programs will be held for 5 weeks. These opportunities will prioritize students that have failed courses at the secondary level, students that have had attendance issues, students with special needs, as well as any other student that wishes to attend. All sessions will include "pre" and "post" benchmarking as well as small group instruction. In addition to summer school sessions, after school tutoring will be held. These sessions will target any student that has struggled academically during the school year term.

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

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

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

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



a. The district will provide meals to all students that attend the summer program sessions. b. The district will continue to provide students with technology to access instruction. All students will be provided with a laptop or iPad device as well as a hot spot, if needed for internet connectivity. c.d.- The district will utilize mitigation strategies outlined within its health & safety plan. All building ventilation will be reviewed and updated as needed to include HVAC updates, doors, and windows.

*** 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 (<https://www.evidenceforpa.org/>) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**



Not Applicable

*** 10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.




	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,432,618	20%	286,524

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Author	Message	Type	Date
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Section: Monitoring and Measuring Progress
Status: Complete
Group:
Agency: Jamestown Area SD

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	Attendance data, DIBELS Reading, DIBELS Math, 4-sight data, Read180/System 44 assessment/achievement data, CBA data, PSSA, PASA, Keystone, PSAT, SAT, and Career Readiness Inventory data
Opportunity to learn measures (see help text)	Attendance data, local assessment data, and future state assessments.
Jobs created and retained (by number of FTEs and position type) (see help text)	The district hired an additional LPN to assist with Health & Safety student and staff needs as well as reporting requirements. Additionally, the district hired (2) full-time substitute teachers to assist with staff shortages as a result of the pandemic. Retention dollars will be utilized in an effort to increase the salaries of staff members. The salary retention dollars will assist the district to increase staff salaries to a level that is comparable to surrounding school districts.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Attendance data, benchmarking assessments, and future state assessments.

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Message

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Version: 5.3.31.13

Session Timeout: 3:57:53 PM

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Section: ARP ESSER Assurances

Status: Complete

Group:

Agency: Jamestown Area 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.

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Division of Federal Programs
Jamestown Area SD

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[Help](#)

Grant Title:

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

Agency:

Jamestown Area SD

Project No:

223-21-0199

Type:

Original

Total Allocation:

\$1,432,618.00

**(/GrantsManagement/ProjectAllocationDetail?
grantProjectID=131850)**

Award Amount:

\$1,432,618.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...





Section: LEA Health and Safety Plan Upload

Status: Complete

Group:

Agency: Jamestown Area 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
Jamestown Area School District-Health and Safety Plan.pdf	Reiser, Tracy	7/28/2021 11:02:31 AM		
HealthSafetyPlan 01-2022.pdf	Reiser, Tracy	2/14/2022 3:56:03 PM		

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Author	Message	Type	Date


Tracy Reiser	http://www.jamestown.k12.pa.us/	External	8/2/2021 1:51:10 PM
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Version: 5.3.31.13

Session Timeout: 3:58:16 PM

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Grant Title:

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

Agency:

Jamestown Area SD

Project No:

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Total Allocation:

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Award Amount:

\$1,432,618.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...





Section: Instruction Expenditures

Status: Complete

Group:

Agency: Jamestown Area SD

BUDGET OVERVIEW**Budget**

\$1,432,618.00

Allocation

\$1,432,618.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$95,000.00	The district will provide teachers, aides, and an LPN for summer programming/learning loss for the years 2022-2023.
1000 - Instruction	200 - Benefits	\$49,000.00	The district will provide benefits for teachers, aides, and an LPN for summer programming/learning loss for the years 2022-2023.

Function	Object	Amount	Description
1000 - Instruction		\$30,000.00	The district will purchase summer school supplies for learning loss for the years 2022-2023.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$25,000.00	The district will provide meals for summer school student participants for the years 2022-2023.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$47,770.00	The district contracts with Seneva Valley Academy of Choice for a district cyber program. The program is offered to students that prefer to remain home due to the pandemic.
1000 - Instruction	600 - Supplies	\$4,400.00	

Function	Object	Amount	Description
			The district will purchase a 3D printer to incorporate into the field of STEAM to address learning loss through highly engaging activities. Students have experienced learning loss due to the pandemic. A 3D printer which provides hands-on instruction for engaging science activities will assist staff to provide learning experiences that will promote re-engagement of the learning process that was disrupted by the pandemic; therefore, responding to COVID.
1000 - Instruction	600 - Supplies	\$14,400.00	

Function	Object	Amount	Description
			<p>The district will purchase a sound system for the high school gymnasium to be used for athletic events, assemblies, and large group instruction activities. The sound system will be utilized to assist the district in seating students, staff, and parents in a socially distanced manner; therefore, reducing the risk of person-to-person transmission within large group settings by providing appropriate and necessary levels of sound within those settings. This purchase will address prevention of close contact, preparation for social distancing, and response to potentially hazardous transmission of COVID.</p>
1000 - Instruction	600 - Supplies	\$4,173.00	<p>Jamestown Elementary School- purchase of supplies to construct the elementary playground for outdoor playtime.</p>

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$5,621.00	Technology supplies to support online instruction for all students.
1000 - Instruction	600 - Supplies	\$65,672.00	The district will purchase READ180/System 44 interventions for grades 3-8 to address learning loss and academic progress.
1000 - Instruction	100 - Salaries	\$32,230.00	Two full-time substitute teachers
1000 - Instruction	100 - Salaries	\$22,575.00	The district will institute a CANVAS Curriculum Building Camp for all teachers during the July 2022.
1000 - Instruction	200 - Benefits	\$18,000.00	The district will institute a CANVAS Curriculum Building Camp for all teachers during the July 2022.
1000 - Instruction	100 - Salaries	\$2,550.00	Jamestown Elementary School will host after-school reading and math camps to address learning loss.

Function	Object	Amount	Description
	200 - Benefits	\$2,000.00	Jamestown Elementary School will host after-school reading and math camps to address learning loss.
1000 - Instruction		\$569.00	SMART Board interactive display
1000 - Instruction		\$2,921.00	Laptop cases to transport devices to/from home
		\$4,658.00	Instructional supplies to address learning loss during school day and after school programs.
		\$230,000.00	Daily instructional supplies to include textbooks. These items will be purchased to address learning loss.
		\$50,048.00	The district will continue to fund a school counselor to respond to the mental health needs of students.
		\$21,620.00	The district will continue to fund a school counselor to respond to the mental health needs of students.

Function	Object	Amount	Description
		\$728,207.00	




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Division of Federal Programs
Jamestown Area SD

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Grant Title:

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

Agency:

Jamestown Area SD

Project No:

223-21-0199

Type:

Original

Total Allocation:

\$1,432,618.00

**(/GrantsManagement/ProjectAllocationDetail?
grantProjectID=131850)**

Award Amount:

\$1,432,618.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

Actions...



Function	Object	Amount	Description
			<p>A van will be purchased to transport students, transport homeless students, and deliver food to families in need. Purchasing the van, rather than leasing will be beneficial to the district as evidenced by the document found in the upload section of this grant.</p> <p>Purchasing a van will assist the district to decrease the amount of passengers on buses for social distancing purposes. It will also be used to transport low-income students, homeless students, and students in foster care. The van will additionally be utilized to transport meals to families that have been financially impacted by the COVID pandemic and lack basic needs such as food. A quote will be obtained from vendors located through the State Costars bid listing.</p>

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$180,000.00	<p>A storage building with electricity will be built on the school property to house extra desks, classroom furniture, HVAC filters, and nonperishable food items, etc. Purchasing a storage building will assist the district to socially distance students and staff within classrooms; therefore mitigating risk of transmitting COVID within our classrooms. Increasing the distance between students and staff within the classrooms will permit us to continue in-person learning.</p>
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	<p>The district currently employs (1) instructional technology person. In order to assist with the immense technology needs both within the district as well as family connectivity, the district will contract with a local company for technology assistance.</p>

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$61,000.00	The district will install intercom systems in the elementary and high school offices to assist the administration to direct students during building entry, during the day activities, and during dismissal. This system will assist with social distancing to prevent large groups of students from congregating.
2600 - Operation and Maintenance	700 - Property	\$68,000.00	The district will replace/install video surveillance systems in order to contact trace appropriately when students are identified as possible close contacts.
2600 - Operation and Maintenance	700 - Property	\$12,100.00	

Function	Object	Amount	Description
			<p>The district will purchase a lawn tractor to adequately clear outdoor lawn spaces for classroom usage. The lawn tractor will assist the district to prevent students from being within close contact of one another. Adequately spacing students apart and seating them outdoors will permit us to prepare a classroom setting that will be less likely for students to transmit the virus to other students within close contact. The district is creating classrooms outdoors to respond to an increase in COVID+ students/staff cases. Fresh, clean, outdoor air will prevent students and staff from becoming ill and needing to be absent from school. This strategy will assist all students and staff to continue in-person learning.</p>

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$11,392.00	Jamestown Elementary School HVAC units and equipment to supplement the project.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$8,150.00	Jamestown High School replacement of gymnasium doors to improve the quality of airflow within the facility.
2600 - Operation and Maintenance	100 - Salaries	\$77,252.00	The district hired a custodian/maintenance employee to assist with the sanitization of the buildings. 2021-2022/ 2022-2023
2600 - Operation and Maintenance	200 - Benefits	\$60,188.00	The district hired a custodian/maintenance employee to assist with the sanitization of the buildings. 2021-2022/ 2022-2023
2600 - Operation and Maintenance	600 - Supplies	\$20,329.00	Cleaning supplies utilized to sanitize buildings and school buses
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$150,000.00	Kitchen equipment and installation- New kitchen equipment & installation will occur as necessary improvements to enable the operation of our food service department and to

Function	Object	Amount	Description
			Mitigate/reduce the risk of virus transmission and exposure to environmental health hazards, as well as to support student health needs. Healthy meals will be served to students in a clean, sanitary environment which will assist to mitigate the spread of COVID as well as increase the health and well-being of our students/staff. A new dishwasher and sinks for appropriate sanitization will be installed as well as new serving lines, coolers, and food warmers. Additionally, structural changes to the room will be created to increase social distancing & space between employees and students. All renovation and construction costs will comply with the Uniform Guidance requirements and Davis-Bacon prevailing wage requirements. A quote will be obtained from vendors located through the State Costars bid listing.

Function	Object	Amount	Description
		\$704,411.00	



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Grant Title:

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

Agency:

Jamestown Area SD

Project No:

223-21-0199

Type:

Original

Total Allocation:**\$1,432,618.00**[\(/GrantsManagement/ProjectAllocationDetail?](#)[grantProjectID=131850\)](#)**Award Amount:**

\$1,432,618.00

Awarded Date:

3/13/2020

Awarded Status:

Approved

Workflow Step:

DFP Approval Complete

Status:

Completed

[Actions...](#)

Section: Budget Summary

Status: Complete

Group:

Agency: Jamestown Area 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	\$202,403.00	\$90,620.00	\$47,770.00	\$0.00	\$0.00	\$362,414.00	\$0.00	\$703,207.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
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	\$77,252.00	\$60,188.00	\$0.00	\$0.00	\$0.00	\$20,329.00	\$141,100.00	\$298,869.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$36,000.00	\$36,000.00

	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
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON- INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$349,542.00	\$349,542.00
	\$279,655.00	\$150,808.00	\$67,770.00	\$0.00	\$25,000.00	\$382,743.00	\$526,642.00	\$1,432,618.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,432,618.00



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Author

Message

Type

Date

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