

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.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	Education. As a result of this audit, we have implemented the following: Appointed our School Social Worker as our Homeless Liason, established McKinney Vento procedures for identification of homeless students, conducted a full staff training on our procedures to identify homeless students and commons signs of homelessness.
Students from low-income families	Our school social worker will continue to reach out to those families in need of assistance and provide them with county resources. The district will also continue to provide internet capability to those families by giving them a MIFI for internet access to mitigate learning loss that has occurred during the pandemic.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The district will contnue to utilize our instructional aides to assist students who have academic or behavioral difficulties. We are retaining these postions through this grant and these postions will provide individual or small group assitance to students in need.

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	Instituting an intervention period in our school day for students to get the necessary academic support and skill work. This will allow our teachers to target those students in greatest need and implement some academic interventions. We will also continue to provide after-school tutoring for all students. We also will be utilizing our instructional aides to perform 1:1 academic assistance, as well a small learning groups focused on addressing student academic needs.

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

	Strategy Description
Strategy #2	reduce the workload of other counselors. This will open the door for individual counseling as well as small group counseling. This will also increase the contact with parents and guardians regarding their child's well-being, as well as offering support to families from county agencies.

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.

- 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:

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Our administration and school board have monthly discussions of our use of ESSERS funds. We also post on our district website how our funds are being utilized. This practice will continue and will be updated as necessary.

Our district will continue to support the following initiatives we have implemented: Our intervention period that has been built into our schedule, our after-school tutoring program, and our extended school year program. These initiatives will be used to address our lost instructional time due to the pandemic. We will utilize our online learning program (IXL) to assess our students needs cross all curricular areas. Our staff has been trained on strategies and activities that address recoupment of skills that our students may have lost due to the pandemic. Our focus will be on those students with special needs, as well as those students who struggled with online learning either through poor daily attendance or inability to complete the required tasks given to them by our teaching staff.

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.

Our remaining funds will be used in the following areas: supporting our instructional aides, our guidance counselors, our school social worker, and adding a Behavior Interventionist. These positions will address both the academic needs of our students as well as their social emotional needs and school attendance concerns. For mitigation, we are purchasing touchless water fountains. These will help keep for our students and staff safe and reduce virus transmission in our building.

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)

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	Our district will continue to collect academic data through formative and summative assessments, as well as benchmark testing and diagnostic testing.
Opportunity to learn measures (see help text)	We will continue to utilize technology throughout our school day. We are a 1:1 iPad school and our use their iPads in every classroom. Our faculty has been trained on how to best use online resources and can utilize Google Classroom.
Jobs created and retained (by number of FTEs and position type) (see help text)	We are adding a High School Guidance Counselor as well as a Behavior Interventionist at the K-8 level. We are also retaining 8.09 FTE instructional aides as well as 2 FTE Guidance Counselor and Behavior Interventionist.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We will continue to support our after school tutoring program as well as our summer tutoring program.

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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



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: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,201,226.00

Allocation

\$1,201,226.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$141,040.00	Teachers and paraprofessionals assigned to life skills, autistic, and learning support classrooms for learning loss support through one on one strategies or group settings before school, after school and during the summer for the 21-22 school year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$36,607.00	Benefits associated with above positions, includes FICA and retirement for 2021-2022 school year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$185,806.00	Teachers and paraprofessionals assigned to life skills, autistic, and learning support classrooms for learning loss support through one on one strategies or group settings before school,

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Function	Object	Amount	Description
			mental/social support to our students.
		\$699,374.00	

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$30,630.00	with social worker for 2021-2022 school year. Includes FICA, retirement and health benefits.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$41,550.00	Salary for Social Worker for 2022-2023 school year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$37,128.00	Benefits associated with social worker for 2022-2023 school year. Includes FICA, retirement and health benefits.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$43,450.00	Salary for Social Worker for 2023-2024 school year.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$37,800.00	Benefits associated with social worker for 2023-2024 school year. Includes FICA, retirement and health benefits.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$38,750.00	Behavior Interventionist salary for 2022-2023 to work with students experiencing academic, emotional and/or behavioral needs - individually or small groups.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$21,862.00	Benefits associated with Behavior Interventionist for the 2022-2023 school year. Includes FICA,

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$47,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$47,000.00
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	\$519,312.00	\$133,062.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$652,374.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$199,936.00	\$150,033.00	\$145,447.00	\$0.00	\$0.00	\$0.00	\$0.00	\$495,416.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	\$766,248.00	\$283,095.00	\$145,447.00	\$0.00	\$0.00	\$6,436.00	\$0.00	\$1,201,226.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,201,226.00