

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	There was a dramatic increase in the K-12 failure rate. Almost 100% at the MS/HS level. This was determined by teacher grades and various assessments. State assessment data (PSSA and Keystone) was compared between 2019 and 2021. PVAAS growth measures will be analyzed, but are not available yet. NWEA is administered three times a year as a local assessment and measures growth in the content areas. It was initially implemented in 2019, but was put on hold during the pandemic due to the validity of taking it remotely. Implementation will continue in 2021. ILit and Acadience are also used to determine instructional level for reading. Assessments will be administered, data will be analyzed, instruction will be adjusted/ accelerated and students will be re-assessed to determined progress.
Chronic Absenteeism	Collect and analyze attendance data for 2019, 2020, to present and identify student needs based on a tiered system of supports. Apply a continuum of strategies designed to improve attendance that include personal contact via text, phone, email and home visits, as well as generalized and personalized incentives and events. Educating and involving parents in this process when developing SAIP Plans and the AIUs Focus on Attendance Initiative.
Student Engagement	Data was analyzed for engagement based on students passing two or more of three core academic classes. The percentage of students not engaged, which increased during the pandemic, were failing at least two courses.
Social-emotional Well-being	One-to-one conferences with teachers and counselors often identify students with SEL needs who may be referred to the SAP Team if/when needed. Referral to our multi-tiered system of supports if/when needed as deemed necessary by screening by SAP provider (TCV). The district has a multi-tiered system of mental health supports to meet the individualized needs of our students and families. Agencies provide outpatient therapy in the school setting and medication management. Mobile therapists provide mental, emotional and behavioral health services along with in-home therapy. The district also provides intense school-based services as part of our onsite mental health program. The service is prescriptive to the individual needs of the student and family providing emergency services in the home, if/when needed.
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	Extended year nd extended day programs Local Student growth measures Credit recovery or course promotion
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Implement diagnostic and prescriptive lesson through IReady to address student learning gaps Results are yet to be determined, but the goal will be to show individual growth
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Definition of other -students missing instruction, both remote and in-person Minfulness practices training Implemetation of Chill Room to address social emotional health

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	<p>Extending learning time was provided in the summer of 2021 by implementing a Second Chance Summer Camp for our most at-risk students in kindergarten through 12th grade. Teacher-created assessments were utilized to assess academic progress. In addition to core academic instruction, students engaged in daily social emotional learning by having scheduled brain breaks with Venture Outdoors. Additional opportunities were available on Fridays with a variety of outdoor activities. Students with disabilities participated and received instruction through Compensatory Education and Extended School Year as part of the Summer Camp. Extended time will be provided as intervention during the regular school year by extending the school day with Clairton Achieves, which is an after-school tutoring program. Teachers will meet with identified students twice per week for 30 minutes based on need determined by assessment data. In addition, a community partnership with U.S. Steel will provide personalized, remote homework assistance to any student in 6th-12 grade in need of help. An instructional coaching position was added to assist teachers in implementing accelerated instruction, personalized learning and</p>

	Strategy Description
	monitoring student progress utilizing a variety of assessments

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
<p>Strategy #2</p>	<p>Mindfulness practices for emotional regulation and resilience will be taught to all students and staff coupled with a specially designed “Chill Room” as a place where students and staff can decompress, and interact with a therapist within the school day. Throughout the pandemic there was a lack of 1-on-1 counseling which resulted in disengagement with students and ultimately a disconnect between students and counselors, as well as students and teachers and even students with students. This resulted in the highest failure rate in both Clairton Elementary and Clairton Middle/High School in many recent years. There was also a decline in college entry for seniors, as well as a sharp decrease in the number of families providing permission for SAP supports. Students were disengaged with instruction due to the increase in remote learning resulting from procrastination or students needing to meet the basic needs of the family. A loss of relationships and engagement in the learning process was the result. Carnegie Mellon University, AHN and Awaken Pittsburgh have collaborated to provide mindfulness training for students and staff, as well as assistance with the development of a Chill Room to be used by both. In addition, researchers from CMU will monitor and evaluate program progress and impact. Clairton Middle/High School is revamping secondary school practices in PBIS. Collaboration with Allegheny Health Network will allow for the opening of a Chill Room for students and staff. The Chill Room will provide monthly mindfulness lessons to all students and faculty, as well as a place to mentally and physically reset before returning to instruction to increase student success. Second Step has been used in Clairton Elementary for several years. It is a social emotional learning program utilizing a holistic approach to building supportive communities for every child through social-emotional learning. The Elementary Counselor and the Character Education teacher provide classroom lessons on Skills for Learning, Empathy, Emotion Management and Problem Solving. Clairton Elementary School has all staff trained in the PAX Good Behavior Game which is a set of strategies to help students learn important self-regulation skills while collaborating to make their classroom a peaceful and productive learning environment. PAX is a set of strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. Centered on the Good Behavior Game, PAX is not a classroom management program, but it makes managing classrooms much easier. The PAX Good Behavior Game (GBG) contains the combined science from the youth violence prevention program called Peace Builders, the good behavior game, and other strategies</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.

Students that have missed instruction time, both remote and in-person

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	We activate a report from our Student Information System that serves as an Early Warning Indicator. We use the report to group students into tiers for possible intervention based on severity of absences. Attendance PLC consisting of Principals, Counselors, and "Specials" teachers make person outreach via phone, email, text, postcard in attempt to engage, and reengage students and their families. When these methods are exhausted,

	Strategy Description
	home visits are made. We provide interventions ex and plore barriers to attendance, in an attempt to develop individual attendance plans. Finally we created a Covid Tracker and posted it on our website to help parents make informed decisions about sending children back to school.

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:**

Students that have missed instruction time, both remote and in-person

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.)

In the early summer of 2021 Clairton City School District convened a meeting with district administrators, teachers, other educators, school staff, parents and members of our various bargaining units to discuss the use ARP ESSERS funds. At that meeting, we displayed our preliminary budget and the tool we developed to accumulate suggested uses of funds. We also began showing the tool at our monthly public board meeting. We also have expanded our treasurers report to include a budget report that will show projected and actual ARP ESSERS expenditures. Finally, at our annual "Information Day" we gave two presentations, open to the general public, detailing our ARP ESSERS budget as well as the internal procedure we used to rate, prioritize and ultimately select the final budgeted items.

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)**

We allowed stakeholders to input items directly into a Google Sheet for consideration for our Plan for the Use of ARP ESSER Funds. This is the tool that is mentioned above. We also conducted question and answer sessions after the engagements listed above, and we placed any appropriate expenditures on the list for consideration.

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

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Agency: Clairton City SD
AUN: 103021903
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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 plan for use of ARP ESSERS Funds will be available on our website as a PDF. It will be a similar document to the one that that was presented at our "Information Day". Also, as our meetings are public. We will provide in alternate format upon request to the Business Office by a parent/caregiver who is an individual with a disability. Additionally, we have monthly public meetings and standing topic is a report on the prior, present, and expected future use of ARP ESSERS funds.

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.

Using assessments and screeners and comparing to historic results, we are able to identify students that have suffered the impact of lost instructional time. As a small district we have the advantage of being familiar with the academic history of most of our students. Our student accounting system also provides a wealth of information including academic performance and attendance. Teachers, counselors, and administrators work closely to identify problem areas and formulate mitigation plans. Communication is maintained on a regular basis by classroom teachers and during open house/parent-teacher conferences. We plan to use the reserved funds to provide summer learning and enrichment through the continuation of our summer school program, which is a mix of traditional school with daily "brain breaks" and weekly enrichment days. On the weekly enrichment days our students participate in activities such as kayaking. We also plan to offer tutoring during the day and after school through the employment of Learning Loss Specialists. We employing a coach for our ELA teachers. The coach will train our ELA teachers to identify students that have suffered the impact of lost instructional time and provide strategies for those teachers to mitigate the impact of the lost instruction time. We are also sending math teachers to training to teach them to identify students that have suffered the impact of lost instructional time and provide strategies for those teachers to mitigate the impact of the lost instruction time.

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.

We intend to provide continuity of services particularly through co-curricular activities, such as band. By providing new band uniforms, we believe we will be better able to retain and attract students to participate in this activity. Also we are installing a "chill room" and teaching mindfulness. These two items will provide multiple benefits. We believe that these efforts will provide for student and staff social, emotional, and mental health needs. These items will enable our staff to continue to teach students instead of succumbing to burnout. It will also allow students to continue to learn and perhaps even improve their capability to learn. We are investing in hardware and networking improvements that will increase access to instruction. This

access improvement will occur as students will have quicker access to instruction while on campus or working remotely. Additionally we are looking to purchase equipment that will improve physical access to our building. We believe our best results are delivered by in-person instruction, so we are focusing our expenditures on making access to in-person learning safe and reliable. Our mitigation strategies focus on social distancing. We are investing in items that will allow us to spread our students. We are also looking for ways to use outdoor spaces where feasible. Inside the school we are looking at new lockers so we can spread out students so they are not all huddled in the same locker area. Outside, we are looking a playground equipments so that students can safely participate in physical activities. Facility improvements planned include replacing worn or damaged ceiling tiles to reduce the risk of environmental hazards such as mold and airborne particulates.

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)**

Clairton City School District verifies consultation with Evidence Resource Center in developing our plan for the use of ARP ESSER Funds

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	4,960,760	20%	992,152

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	Teacher-created assessments, ILit and Acadience, State assessment data (PSSA and Keystone),PVAAS growth measures NWEA, ILit and Acadience
Opportunity to learn measures (see help text)	Number of available devices per student, staffing ratio, family engagement surveys, technology access surveys, PDE Act 48 reporting through "Comply", proportion of highly qualified teachers.
Jobs created and retained (by number of FTEs and position type) (see help text)	During our annual budget construction, we provide number of employees as part of the presentation. Currently we run the program in our Personnel Module under Budgeting->Salary Budget Report. In the 2021-2022 budget we had 124 employees, including several coaches and part-time people. With the money provided through the ARP ESSERS grant, we should have at least 126 in the 2023-2024 budget..
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Attendance as recorded manually during summer school and ESY, sign-in sheets for in day and after-school programs.

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

\$4,960,730.00

Allocation

\$4,960,730.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$30,000.00	Ripke STEM Room supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,000.00	Promethean ACTIVpanel Display
1300 - CAREER AND TECHNICAL EDUCATION	500 - Other Purchased Services	\$150,000.00	Additional Vo-Tech Tuition to address Covid Pandemic Measures
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$80,000.00	Chromebooks for student use
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$251,100.00	ELA Coach
1100 - REGULAR PROGRAMS – ELEMENTARY /	200 - Benefits	\$167,400.00	ELA Coach

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Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$90,000.00	STEM Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$60,000.00	STEM Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$100,000.00	Textbooks to address learning loss
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$165,000.00	Summer school/ Extended School year for 2 years
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$43,000.00	Summer school/Extended school year for 2 years
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$10,000.00	Summer school/Extended school year for 2 years. Misc small supplies 5,000/year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,221,901.00	Salary for continuing employment of current staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$570,779.00	Benefits for continuing employment of current staff

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		\$3,946,180.00	
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Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$4,960,730.00

Allocation

\$4,960,730.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$65,000.00	Dump Truck
2600 - Operation and Maintenance	700 - Property	\$5,000.00	Snow Plow
3200 - Student Activities	700 - Property	\$40,000.00	Band Uniforms
2600 - Operation and Maintenance	700 - Property	\$20,000.00	Utility Vehicle
2600 - Operation and Maintenance	700 - Property	\$7,000.00	Scissor Lift
2600 - Operation and Maintenance	700 - Property	\$25,000.00	Maintenance Van
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$30,000.00	Tech Security Audit
2600 - Operation and Maintenance	700 - Property	\$75,000.00	Ceiling Tile Cafeteria
4000 - FACILITIES			

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Function	Object	Amount	Description
ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$250,000.00	Lockers to improve Social Distancing
2800 - Central Support Services	600 - Supplies	\$15,000.00	WiFi Wireless Network upgrade, local component
2800 - Central Support Services	600 - Supplies	\$25,000.00	Admin/Staff computers-technology
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$10,000.00	"Chill Room" supplies in conjunction with AHN
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$240,000.00	Assistant Principal Elementary
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$144,000.00	Assistant Principal Elementary
2600 - Operation and Maintenance	700 - Property	\$25,000.00	Playground System
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$15,000.00	Academic/Athletic achievement display case
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$13,550.00	Carnegie Learning Math Academy
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Mindfulness Training Certified Staff
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Mindfulness Training non-instructional staff

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Function	Object	Amount	Description
		\$1,014,550.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$2,563,001.00	\$798,179.00	\$0.00	\$0.00	\$0.00	\$217,000.00	\$0.00	\$3,578,180.00
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	\$150,000.00	\$0.00	\$0.00	\$150,000.00
1400 Other Instructional Programs – Elementary / Secondary	\$165,000.00	\$43,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$218,000.00
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	\$10,000.00	\$15,000.00	\$0.00	\$25,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$18,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,550.00

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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
2300 SUPPORT SERVICES – ADMINISTRATION	\$240,000.00	\$144,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$384,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$222,000.00	\$222,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$75,000.00
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	\$40,000.00	\$40,000.00
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	\$250,000.00	\$250,000.00
	\$2,968,001.00	\$985,179.00	\$53,550.00	\$0.00	\$160,000.00	\$282,000.00	\$512,000.00	\$4,960,730.00

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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$4,960,730.00