

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	<p>The district began the 2020-2021 year in a blended model. We held both in person and remote learning options. Our approximate enrollment at the beginning of 2021 was 250 students. Approximately 55 students began the school year fully remote. Students utilized zoom to receive live instruction from all teachers. Hybrid students attended 2 days a week with a everyone receiving remote instruction on Monday. Throughout the year, teacher expressed concerns over student losing academic time to no participation in zoom sessions, to attending remote one week to zoom the next. The district held a summer school session during the summer of 2021 to address the academic needs students with the biggest need. The district retained more students than typical as a result of significant learning loss due to attendance factors as they related to COVID. As we opened the Fall 2021 we were able to immediately identify learning loss through diagnostic assessment. The district uses I-Ready Math and Reading diagnostic. The first 9-weeks is often more of review versus remediation. However, this year across all grade levels we observed more remediation than review.</p>
Chronic Absenteeism	<p>Attendance data for the 2020-2021 school year was a significant factor to learning loss. Often students who were suppose to log on to zoom sessions didn't do so. Some students would log on for part of the day and not the full day. Students who were ill after testing positive for COVID, didn't feel up to participating in person or online. Although student were an excused absence it still had a bearing on overall attendance rate. Our district's guidance counselor and student services coordinator are closely monitoring absenteeism for the current 2021-2022 school year</p>
Student Engagement	<p>Student participation in the summer program was well attended. However, there were concerns that students needed a break after the stress of 2020-2021 school year. The district made a conservative effort to provide other learning opportunities for students; to include fun days, and evening events. Students found some relief through art, gym and music classes.</p>
Social-emotional Well-being	<p>The district recognize the support needed for struggling students whether academic, behavioral, or emotional. The district hired a student services coordinator to assist in meeting the social-emotion needs of all students. The coordinator meets regular with grade level and small groups to discuss concerns and offer motivational, character education and social skills. Student discipline was at an all time low for the 2020-21 school year. Attributing factors may have been scheduling, full remote versus hybrid and smaller class sizes.</p>

	Methods Used to Understand Each Type of Impact
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	I-Ready Diagnostic for Reading and Math, teacher observations, PSSA from the Spring of 2021 for grades tested.
Students from low-income families	I-Ready Diagnostic for Reading and Math, teacher observations, PSSA from the Spring of 2021 for grades tested
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students that faced attendance issues whether in person or remote learning, as well as social emotional needs. I-Ready Diagnostic for Reading and Math, teacher observations, PSSA from the Spring of 2021 for grades tested.

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	Summer Program during the summer of 2021. District conducted pre and post testing.

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

Academic impact of lost instructional time

- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Hiring of a Director of Student services.

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.

All other students that attend Midland Elementary Middle School.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

District administrative meetings to include: Superintendent, Principal, Guidance Counselor, Director of Student Services, 2 student representatives, board members and parent representatives. The district has and intends to meeting 3 times a year in the 2021-2022 school year. Meetings took place in the fall just at the start of school, midpoint is upcoming and end of year June 2022. Survey's have been sent home with families, in addition to a meet the teacher night held across all grade levels in August of 2021.

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)**

Survey results and feedback from parents during meet the teacher event, parent conferences shared with the committee.

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)**

Health and Safety Plan will be reviewed and edited if necessary and re- approved prior to June 30, 2022 and posted to the district website.

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.

Evidenced based interventions that will be provided by the district include: Hire instructional intervention coaches in reading and math under contract which will expire September 30, 2024 to address the academic needs of the students as a result of learning loss. The newly hired staff will be assign to the most significantly at risk students. The teachers will provide small group instruction in both pull-out, push in or to add an additional homeroom to a grade level to reduce class size. The district's goal is to provide as much in-depth intervention as necessary to assist in learning loss. Evaluation will take place through pre-post data to include I-Ready Diagnostic, PSSA, report card grades and teacher observation. The district will be hiring a Dean of Students effective July 1, 2022. Their role will be to support administration in identifying and taking an active role in meeting student needs to include academic, behavioral, attendance and social/emotional. How will evidenced based interventions address needs: Targeted students will be identified through data review of I-Ready Math and Reading, PSSA for applicable grades, report cards and teacher recommendation. The students will be pulled for small group instruction, tutoring after school or attend a summer program. In cases where class sizes near above 22 consideration will be made to add another homeroom to that grade level to reduce class size. The district will address absenteeism due to COVID learning models in the following ways: Students with attendance factors and remote participation will be given a high priority consideration for academic remediation and acceleration. In addition, students will meet on a regular basis with the guidance counselor and Director of Student Services to reduce any future attendance issues or barriers. The district will be hiring a Dean of Students effective July 1, 2022. Their role will be to support administration in identifying and taking an active role in meeting student needs to include academic, behavioral, attendance and social/emotional.

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. 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? Additional methods to meet student and staff needs beyond the 20% set aside: Academic needs include the continuation of purchasing chrome books, google licenses, upgrading smartboards and teacher laptops. Student needs include activity nights and days for the students to support social and mental health. These days will include track and field, walking track, and other physical activities as suggested by students and staff. Increasing the number of field trips as COVID restrictions are lifted to allow for both academic and social/emotional needs. Staff needs in the areas of social, emotional and mental health. The district will be installing a fitness and aerobic room. The district believes that the ability for staff to work out, relax or means to release stress within the building will provide immediate support. The work-out room will include treadmills, bicycle, other aerobic machines, and a aerobic/yoga area. The room will be available to all employees of the district. Staff will have access in the a.m. before student arrival and after school. The district plans to expand professional development opportunities beyond those in the scope of their academic specialty. Specifically, in the areas of social and emotional support. During both the after school and summer school programs that the district intends to implement for 2022 through September 2024, the district will provide meals after school and during the summer months as well as transportation. 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. Increasing opportunities to learn will be achieved through the purchases of academic resources as mentioned above to include chromebooks, smartboards and laptops. The district will explore other academic software applications that remediate and promote student growth. The software may include materials for social and emotion learning tools. As it pertains to attendance and absenteeism: Creation of a new position of Dean of Students effective July 1, 2022 and the continued employment of Director of Student services. 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. The Midland Borough School pay's strict adherence to the recommendations of the CDC. The district required and still requires all students staff and guest to wear a mask within it's buildings. This requirement will be adhered to until Beaver County is out of the high range of spread. The purchase of masks, cleaning supplies and classroom dividers will continue to be apart of this plan. Chromebook covers and desk shields will need replacements due to excess use. These measures aid in reducing the spread of COVID-19 as it provides barriers for direct contact on surfaces. Our lunch periods have been and will continue to be adjusted to provide a safe distance within the lunch room, and the addition of utilizing a classroom to reduce the number of students eating in the same area. The information listed above is contained in our current Health and Wellness Policy. Another mitigation effort is requiring all students to remain in their classroom for academic instruction. Teacher's utilize a mobile cart to lesson the spread if an individual would become a contact or positive his or herself. The district limits entry into the building. The purchase air purification systems for classrooms and multi-purpose room. Funds to be applied to the salaries and benefits of Director of Facilities and Maintenance Supervisor for 2023-2024. Additional staff for the 2022-2023 year in the business services office to ensure district Health

and Safety Plan and other reporting documentation remains in alignment with ESSERS guidelines.d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA’s Health and Safety Plan in developing the response. The district approach to addressing health and environmental hazards as follows: currently utilized “lights”; these devices are ran daily in each classroom. Through the use of ARP funds the district would like to purchase air purification systems for classrooms and multi-purpose room. Replace leaking roof and ventilation system. Replace the original domestic hot water system.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.”

(3,000 characters max)

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,383,839	20%	276,768

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	District will multiple tools to analyze data 1. PSSA/PVAAS for 2019, 2021, and Spring of 2022. 2. I-Ready Reading and Math Diagnostic as well weekly student reports based on I-ready usage. 3. Staff observations and report card grades. 4. Teacher consultations across grade levels to discuss students individually to determine academic or social/emotional needs.
Opportunity to learn measures (see help text)	Technology will continue to play an important role in meeting the academic, social and emotional needs of students. 1/1 Chromebooks allow for every student to access to technology. The staff has become articulate in the use of google classroom as well as students. The google platform has provided another means for parents to communicate with staff. The ARP ESSER will provide much needed upgrades to our current smartboards. A tool that is used daily to provide student interaction with learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	ARP funding will allow for the continuation of employment for our Building and Grounds Supervisor who is instrumental in building COVID mitigation. The continuation of employment for our new hired Director of Student Services who assists in meeting the social emotional needs of our students. In addition to providing staff development opportunities in the area of cultural awareness and sensitivity. The ARP funds will allow for the higher of 4 FTE equivalents of certified teachers to provide addition academic support to students. The 4 hires will be contracted beginning 9/1/22 to 9/1/24. Additional hiring of a Dean of students to provide another layer of academic and social emotional support. This position will begin July 1, 2023 and be a permanent position within the district. The district will hire a compliance officer to oversee all ESSER funding for a period of 1 year.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district is currently utilizing other award ESSER funding streams to address summer programs and tutoring, however much of those funds will be expended at the end of June 2022; with little carryover into 2023. The district will then utilize ARP ESSER funds to carry out summer and afterschool programs.

	Data Collection and Analysis Plan (including plan to disaggregate data)
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Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,383,839.00

Allocation

\$1,383,839.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$413,200.00	Salary of Dean of Students, 2 Academic Instructional Leaders July 1, 2023 to August 30, 2024. Director of Student Services Salary for July 2023 through August 30, 2024. Salary for Tutoring and after school programs beginning September 2023.
1000 - Instruction	200 - Benefits	\$259,159.00	Benefits of Dean of Students, 2 Academic Instructional Leaders July 1, 2023 to August 30, 2024. Director of Student Services Benefits for July 2023 through August 30, 2024.
			Chromebooks and License, Teacher laptops, smartboards/whiteboard

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$167,687.00	ds for classroom instruction. I-Ready, Reading Series and other instructional resources to promote, academic, social and emotional needs of students.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$7,500.00	Installation of smartboard/whiteboards.
		\$847,546.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,383,839.00

Allocation

\$1,383,839.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	\$136,779.00	Salary of Director of Facilities and Coordinator of Maintenance for 2023-2024 and continuation of COVID mitigation an address buildings physical needs.
2600 - Operation and Maintenance	200 - Benefits	\$88,700.00	Benefits for Director of Facilities and Coordinator of Maintenance for 2023-2024 and continuation of COVID mitigation an address buildings physical needs.
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	600 - Supplies	\$90,000.00	Classroom filtering units, staff workout room equipment, supplies, and COVID mitigation supplies.
			Equipment and Labor

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Function	Object	Amount	Description
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	300 - Purchased Professional and Technical Services	\$220,814.00	for replacement of building domestic hot water. Replacement and labor of leaking roof ventilation and filtration system.
		\$536,293.00	

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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	\$413,200.00	\$259,159.00	\$7,500.00	\$0.00	\$0.00	\$167,687.00	\$0.00	\$847,546.00
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
Services								
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	\$136,779.00	\$88,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$225,479.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$220,814.00	\$0.00	\$0.00	\$90,000.00	\$0.00	\$310,814.00
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	\$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
	\$549,979.00	\$347,859.00	\$228,314.00	\$0.00	\$0.00	\$257,687.00	\$0.00	\$1,383,839.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,383,839.00