

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	Student benchmarking will be a valuable source of data as we determine student placement and skill level. The District will be implementing Acadience as the reading benchmark for elementary students. The
Chronic Absenteeism	Through the Schoology platform students attendance was kept. Outreach was conducted to locate and engage students. Counselors, Home School Visitor, Principals, and teachers worked with all student to make certain they were in attendance and actively engaged. Parents were notified of their child's lack of participation. Schools held parental meetings to discuss student's lack of attendance and progress.
Student Engagement	The District utilized its attendance procedures to determine student engagement. Counselors and Principals continually reached out to students and parents who were not engaged in learning. Principals utilized the ability to meet remotely to host PBIS functions including a virtual dance party, student awards ceremony, and lunch with a principal. Counselors utilized the virtual format to conduct office hours and support students with social, emotional, and non academic needs.
Social-emotional Well-being	The District had counselors and community partners utilize the virtual platform to provide services to students. Turtle Creek Mental health conducted their counseling sessions with students as if they were receiving school based therapy. Family Behavioral Resources continue to work with students with behavioral issues. Behavioral specialist mainly work with students who are experiencing difficulty in transitioning, but during our remote learning they assisted students in moving from in-person to remote learning.
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
	Benchmarking utilizing the curriculum and state anchors Attendance student report and

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	engaging in the educational process daily. Access the ability to use technology at their homes. Identify the students' needs through Title 1 studies

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	Technology has been provided to all students. The District has moved to a digital platform that utilizes Schoology.

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	SAP and FBR both provide students with emotional support and any supports necessary for students' success.

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.

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.)

The District has been transparent in receiving the ARP ESSER funds to the school community. The Business Office has designated a line item strictly for the purpose for the funding. The District wants to provide updates and quick reference for stakeholders as the money is being allocated. The common goal with the funding is to focus on the education and provide services that otherwise were not accessible. Students will receive new curriculum in math, ELA, and science. These content areas have not been updated for more than 10 years. Intervention for struggling students will be purchased. In order to move our students we will need to replenish our tool box with tools to meet students' needs. The focus will be on ELA and math interventions to assist students who are demonstrating a lack of growth. The District has recommitted to benchmark testing. This is the first method to determine a student's need and implement the MTSS model. The District will continue to provide monthly updates on a large scale, but students and parents will be involved as data teams meet to discuss their child's progress. The District is providing before and after school programs for students. This program will be offered to all students K-12. Students will have the opportunity to receive tutoring, a snack, and transportation home. Students will be engaged in the District's curriculum and supervised by District staff.

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)**

Provided stakeholders a plan for the funding as it is presented in the budget portion of the

grant. The District wants to emphasize this funding for one time cost and student focused. The District has presented the budgetary plan at the work session of the monthly board meeting. As part of the presentation the District took recommendations from the public on the different items that are proposed. The business office has created specific line items in correlation with the grants in order to provide documentation to stakeholders on spending.

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)**

As the District develops a budget for supplies, materials, and service with the ARP ESSER Funds it will be presented to the school board and public at all school board meetings. The administration has provided information at previous meeting describing the focus of the funds and the ultimate goals. Funding is to be used for students' needs, curriculum to enhance the educational offerings, and programming. It has been suggested in our discussions that these funds are not to be used for re-occurring cost. A list of purchases will be displayed on the District's website, but all purchases will be board approved prior to purchasing. The Business Office has implemented a specific line item for the APR ESSER Funds. This will allow for quickly producing reports and for the ease of following the funding.

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.

The District is utilizing evidence based programs for benchmarking and to provide interventions for all students who are demonstrating a deficiency in their learning. The District has committed to utilize the MTSS model in grades K-8 for students who are in lacking skills. Flexible grouping will be utilized as students demonstrate mastery of the concept they can be regrouped to address another area of concern. Teachers will utilize Acadience, PISA, and Journey's (Reading Series) for students in grades K-5 for literacy. Students in grades 6-8 will be utilize benchmarking tools in the District's data ware house Ed-Insight, through their curriculum in math, and ELA. Scheduling at the middle school was a priority as students returned from the 20-21 school year. Students have double periods in their math and ELA courses. The District is implementing a before and after school program for all students in grades K-8. Students will have the opportunity to receive tutoring and curricular materials 5 days per week from 6 a.m. to the beginning of school to 6 p.m. after student dismissal.

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

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

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

The facilities in the District have just under gone a 20 million dollar energy project. A focus of the project was the HVAC system in all buildings. All facilities and equipment within the building will be sanitized and cleaned per the CDC and state health guidelines. Additionally, surfaces that are frequently touched will be disinfected regularly. Each day custodial staff will be provided a specific checklist to ensure proper cleaning and sanitation takes place before the next school day. Prior to the start of the school year, all school personnel will be trained on appropriate cleaning techniques. Staff will be assessed and monitored to ensure that the appropriate cleaning procedures are being followed. The District will continue its current cleaning strategy including disinfectant areas where an individual with a confirmed case was present. All staff will be encouraged to open windows in classrooms. All filters will be replaced periodically in the HVAC system to ensure good air quality. Frequently touched surfaces and restrooms will be sanitized throughout the day. All staff are required to wear a mask while in the

school buildings. The District will continue to gather community input, participate in joint the Allegheny County Health Department and AIU meetings. Visit the Covid Dashboard weekly to review the seven day trends and share the data. The District also works closely with our food service provider to ensure all students have access to meals. During the 2021-2022 school year, families may pick up meals for their children at secondary campus on Tuesdays and Thursdays. When school is in session, students in school will be provided both breakfast and lunch free off costs. Additionally, students may access meals at school or via pick up if they are learning remotely through the Titan Cyber Academy. The District will follow recommendations from the CDC and the Allegheny County Health Department to provide a healthy and safe environment within each school. The District will utilize the Covid-19 dashboard provided on the CDC and ACHD websites to determine the level transmission within the region. By utilizing the data provided by these agencies the District will be able to make informed decisions with concrete information. The District has developed a plan applying the transmission level to determine when masking will occur. When the county is in the SUBSTANTIAL level of transmission all students and staff will be required to wear a mask and all social distancing practices will be implemented indoors. When the county moves below the substantial level of transmission masking will be optional for all students and staff. While in the substantial level of transmission the school facilities will not be open to outside groups. All District indoor events will follow the same protocols as determined by the transmission level. If the county is in the substantial level all spectators, coaches, and non-participants will be masked and socially distanced at all indoor events. If the District is hosting an outdoor event masking will be optional and social distancing will be recommended. When the transmission level goes below substantial masking will be optional and social distancing will be recommended at both indoor and outdoor events. The District also works closely with our food service provider to ensure all students have access to meals. During the 2021-2022 school year, families may pick up meals for their children at the secondary campus on Tuesdays and Thursdays. When school is in session, students in school will be provided both breakfast and lunch free of costs. Additionally, students may access meals at school or via pick up if they are learning remotely through the Titan Cyber Academy. The West Mifflin Area School District strives to serve all students. The Director of Pupil Services is authorized to work with special education teachers, IEP Teams, and parents to make needed accommodations for the welfare and inclusion of students. The District has partnered with Turtle Creek Mental Health and Family Behavioral Resources to provide counseling services for students. Both agencies provide school-based services for students and their families. Also, Allegheny County Department of Human Services provides an array of programs to assist children and families. All employees are provided an Employee Assistance Program through the health insurance consortium. Posters are in every building listing the services that are provided. The EAP provides a multitude of services for our employees including anxiety/depression, stress, and work-related problems.

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)

The District has utilized the content from the Evidence Resource Center to verify the materials, programs, and concepts are supported. The District is implementing a comprehensive MTSS program K through 8th grade. The curriculum in math, ELA, and science will be updated to better prepare the students. A before and after school program is planned for students in grades K - 8th grade. A focus during this program will be tutoring and socialization for students. A portion of the funding will be to provide professional development to staff in areas of Trauma, Equity, and Social Emotional Learning (SEL). The District will expand the school to work initiative. Naviance is utilized for students to preform an interest inventory prior to examining a career. Student save their artifacts in Naviance as well. The District has two school identified as ATSI. The District is focusing on attendance and suspension rate.

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	5,956,151	20%	1,191,230

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	Continue benchmarking moving through the school year. Academic Coaches will collect data and upload into the District's data warehouse. The Coaches will conduct data meetings with teachers to determine student's academic progress. Teachers will utilize formative and summative assessments to identify mastery level skills and implement differentiated instruction when skills are to be found deficient. The staff will utilize the MTSS model to identify and group students to meet their academic needs. Title I teachers and paraprofessionals will assess and group students according to skill level for direct explicit instruction for daily MTSS. Teachers will utilize small group instruction to solidify the mastery of deficient skills. Students will participate in W.I.N (What I Need) interventions for MTSS. The district is proceeding to partner with local daycare facilities to provide before and after school educational programs for elementary and special education students. The Middle School is creating an outside classroom for students in grades 4-8. The classroom will feature outdoor seating, hydroponic and aquatic gardens, and a greenhouse.
Opportunity to learn measures (see help text)	Student devices are on a five year cycle to replenish. Student devices need to be updated for optimum performance. Student engagement and access to meaningful curriculum is being provided by purchasing new curriculum with additional interventions and digital materials. Professional development is a priority to make certain staff members have the skills and tools to meet the students' needs. An Act 48 committee has been established to assist in determining the direction and skill deficient that needs addressed. The District wants to establish a better communication plan between school and home. Each school has developed a design team within their buildings to promote communication and positive happenings.
Jobs created and retained (by number of FTEs and position type) (see help text)	The District did not employ any full time employees as prescribed by the help text. The District has focused on keeping staff members through local funds and utilize APR ESSER Funds for student to improve the educational experience for students. The District is not utilizing funds to support FTE positions.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district is proceeding to partner with local daycare facilities to provide before and after school educational programs for elementary and special education students. The middle school is implementing an after school program for students in grades 7 through 9. Students will have the opportunity to receive tutoring and socialization with class mates. Students will receive an after school snack and pre-packaged dinner. Students in the a.m. program will receive breakfast and have a staff members to assist in preparing for the day.

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

\$5,956,151.00

Allocation

\$5,956,151.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$100,000.00	Replace the Parmeathon boards and projectors in the entire district. The current technology is starting to fail and an updated interactive white board needs implemented.
1000 - Instruction	600 - Supplies	\$100,000.00	Purchase RoboKind robots for students in grades K-8 for social and emotional learning. One robot will be dedicated to the STEAM room in grades 4-5 for computer program.
1000 - Instruction	600 - Supplies	\$500,000.00	Purchase a new math curriculum that provides interventions and benchmarking within the program to assess students progress. The new program will need to provide individual

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Function	Object	Amount	Description
			student data to assist in developing individual intervention or acceleration plans.
1000 - Instruction	600 - Supplies	\$500,000.00	Purchase a new ELA curriculum that provides interventions and benchmarking within the program to assess students progress. The new program will need to provide individual student data to assist in developing individual intervention or acceleration plans.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$30,000.00	Purchase professional development to address Literacy needs. The District will purchase training for the Sundae Multi-Sensory program.
1000 - Instruction	600 - Supplies	\$500,000.00	Purchase a new science curriculum that provides interventions and benchmarking within the program to assess students progress. The new program will need to provide individual student data to assist in developing individual intervention or acceleration plans.
1000 - Instruction	600 - Supplies	\$100,000.00	Create a STEAM classroom within each building K-8

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$45,000.00	PAES curriculum for school to work program for special needs students. The PAES lab will help to prepare those students in our life skills program with vocational skills.
1000 - Instruction	600 - Supplies	\$100,000.00	Multi-sensory materials for students. Multi-sensory material will be used in the curriculum to increase engagement and participation.
1000 - Instruction	600 - Supplies	\$1,736,151.00	Over a three year period to update students devices for the one-to-one initiative.
		\$3,711,151.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,956,151.00

Allocation

\$5,956,151.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	\$250,000.00	Provide professional development for multiple programs that offer social and emotional training for staff.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$1,400,000.00	Creating a before and afterschool program for students in grades K-8. Students will be offered tutoring and academic materials. Transportation home may be provided for students.
2600 - Operation and Maintenance	500 - Other Purchased Services	\$250,000.00	Renovate two classrooms to house the before and after school programs.
2700 - Student Transportation	600 - Supplies	\$45,000.00	Two Vans for life skills students to participate in CBIs and community functions.
			Creata a large group

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Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	\$100,000.00	instructional facilities with state of the art presentation equipment. Update media center in each building
2600 - Operation and Maintenance	600 - Supplies	\$100,000.00	Create outdoor learning areas for all students. Seating and presenting areas to provide students an alternative to the traditional classroom.
2600 - Operation and Maintenance	600 - Supplies	\$100,000.00	Moveable furniture for elementary students to promote inclusion and engagement.
		\$2,245,000.00	

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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	\$3,681,151.00	\$0.00	\$3,681,151.00
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	\$30,000.00	\$0.00	\$0.00	\$30,000.00
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	\$350,000.00	\$0.00	\$350,000.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,400,000.00	\$0.00	\$1,400,000.00
2200 Staff Support 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
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	\$0.00	\$0.00	\$0.00	\$0.00	\$250,000.00	\$200,000.00	\$0.00	\$450,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,000.00	\$0.00	\$45,000.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$280,000.00	\$5,676,151.00	\$0.00	\$5,956,151.00

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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: 0.0800								\$0.00
Final								\$5,956,151.00