

Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

Since March 2020, the MASD has been beset with extraordinary challenges as a result of the COVID-19. The MASD has been strongly committed to maintaining high quality instructional programming that meets the learning needs of ALL students and maintaining the health, safety, and welfare of the faculty, staff, students, and community members. While the pandemic has placed extraordinary demands on all local education agencies across the commonwealth, due to the district's rural footprint, technology limitations, and the conservative budget with which it operates, MASD was postured unfavorably to navigate the challenges presented by COVID. In an effort to ensure the continuous district operations and to provide students with instructional programming, the MASD had prioritized the following to mitigate the transmission of disease and maintain student enrollment: 1.) Since many families do not and cannot access internet service, the MASD provides students with MIFI technology and services to ensure access to instruction. 2.) Since the teachers did not have digital curricula to make available to students, MASD procured Edmentum so that teachers could provide seamless instruction whether students accessed instruction F2F, synchronously, or asynchronously. 3.) In an effort to maintain the safety of faculty, staff, and students, the MASD implemented Bi-Polar Ionization Systems in both schools. 4.) In order to prepare teachers to teach in multiple instructional modalities, employ a new learning management system, and navigate new online curricula, the district provided staff w/professional development. 5.) In order to assess student learning needs and gaps, the MASD implemented iReady K-12, diagnostic assessment platform. 6.) In order to address the gaps in student learning, the MASD purchased iReady curricula in order to implement skill-based targeted instruction. 7.) The MASD implemented a variety of new instructional resources geared to the address the learning needs of students that presented during this time such as: FUSE Studio: Online STEM curricula, Wonders K-6 Reading Series, and Chemistry and French textbooks. 8.) MASD rented water-filling stations from which students could access water instead of water fountains. 9.) Due to the nature of remote instruction, the MASD purchased Chromebook cases so that students could safely take devices home. 10.) In an effort to maintain the safety of all faculty, staff, and students, the

district procured personal protective equipment including: masks, face shields, polycarbonate desk shields and desk shield clips. 11.) The MASD increased cleaning and sanitizing protocols during the week and on weekends. 12.) Lastly, in an effort to maintain small class sizes and provide the instructional support necessitated by students at this time, the district recalled furloughed staff and thus encountered personnel costs that were unforeseen and unbudgeted.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

Many of the aforementioned products and services were implemented since onset of the 2020-2021 school year and have been continued into the 2021-2022 in order to mitigate the challenges introduced by COVID-19 and maintain continuous F2F instruction. In Summer 2020, consistent with the H & S Plan, the following was undertaken: *Shields were installed on every student and teacher desk and in all district offices and the cafeteria. *The MASD supplanted rented water-bottle filling stations for access to drinking water. * The MASD acquired Edmentum in order to have online curricula that could be used seamlessly between instructional modalities. *The MASD provided PD training to prepare teachers to develop digital lessons, integrate technology more robustly in their instructional practice, and develop online courses.*The MASD obtained MIFI technology to be made available to faculty, staff, and students when working remotely. *The MASD obtained the necessary PPE items to ensure that stakeholders are masked and can congregate to the safest degree as possible. *The MASD implemented increased cleaning and sanitizing protocols to proactively ensure that school buildings are safe for occupancy. In Summer 2021, the leadership team recognized the need for additional resources to ensure that stakeholders are safe as they return for F2F instruction, the MASD undertook the following: * The MASD implemented iReady to assess student learning needs and gaps. *The MASD obtained iReady Reading and Mathematics curricula so that it could be utilized daily during the skill-based instruction period. *The MASD obtained FUSE STEM Online Curricula so that STEM could be introduced in grades 7 & 8. *The MASD implemented a new Basal Reading Series-Wonders. The MASD chose wonders because it provided opportunities for differentiating instruction for students who are not on grade level. *The MASD obtained new instructional resources for Chemistry and French. *The MASD implemented a Bi-Polar Ionization Retrofit Project in both schools in order to better address air quality and reduce the transmission of airborne illnesses such as COVID 19. *The MASD provided teachers with robust PD focused upon STEM instructional practices, implementation of the Wonders Reading Series well prior to the onset of the school year so that teachers can plan accordingly. *The MASD recalled furloughed staff in order to ensure to reduce the size of classes. The district recalled teachers to ensure the optimum learning situation for district students.

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

As described in the previous responses, the MASD plans to utilize ESSER II funds for the extraordinary and unbudgeted expenses incurred to subsidize remote learning during the 2020-21 and 2021-22 school years. Specifically, the district plans to utilize ESSER II funds to

subsidize MIFI Technology and services to ensure that students when engaged in remote instruction has the necessary connectivity to access digital learning. These devices and services provided via ATT and Verizon are necessary for many faculty, staff, and students do not and cannot access internet from their respective home residence. Additionally, the MASD plans to use ESSERS II funds to subsidize online digital curricula such as Edmentum so that teachers are equipped with curricula and learning activities which can be offered digitally to students as they transitioned between instructional modalities. Furthermore, the district plans to utilize ESSERS II funding to subsidize the implementation of several Reading initiatives which emphasize a personalized learning approach which has become abundantly important due to the pandemic which includes the acquisition of Wilson FUNDATIONS which is a multisensory explicit reading, writing, and spelling Tier I program for Grades K-3. Additionally, the district plans to utilize ESSER II funds to subsidize the acquisition and implementation of a new basal reading series Wonders and Wonderwork in grades K-6 to address the diverse needs of students that have emerged in response to the pandemic. Additionally, in response to the pandemic, the district the district has actively sought programs that address students with below grade-level reading proficiency. With this in mind the MASD has procured the following programs: Read Naturally, News-2-You, and Renaissance Learning to address to needs of exceptional and struggling readers. Due to the pandemic, the MASD has actively sought out programs to address the idiosyncratic needs of exceptional and struggling learners so that their hiatus from face to face and/or transition amongst learning modalities does not present with regression.

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

The MASD has implemented several programs that target student learning gaps that have emerged in response to disruption in their educational services. The MASD has implemented iReady as a diagnostic assessment platform K-12 to assess students' skill mastery and performance across 6 skill domains in Reading and 5 skill domains in Mathematics. Equipped with student diagnostic data provided by iReady, the school team can disaggregate students into instructional groupings based upon their like skills deficit needs. The MASD has implemented "Quaker Time," an instructional period which is offered to ALL students K-12 within which they access skill-based, personalized learning aligned to the students' learning gaps as evidenced within the iReady Assessment. In addition to Quaker Time, the district has introduced a new 2021-22 elementary academic schedule. This schedule not only situates Quaker Time within the students' day, but moreover, identifies specific time within the ELA/Reading block within which that students access SMALL GROUP instruction whereby teachers provide students with personalized instruction which is personalized to meet the students needs more individually. Additionally, the district has implemented Wilson FUNDATIONS in grades K-3. This program is a multisensory Reading, Writing, and Spelling program. This program was implemented because our DIBELS and iReady data demonstrated a specific need in explicit phonics programming to address the deficits which have become pronounced since COVID-19. Additionally, the MASD has implemented a brand new standards-aligned differentiated Reading Series know as Wonders and Wonderworks. This series was selected because it provide a plethora of differentiated resources that can assist the teacher in addressing the diverse needs of students. Furthermore, the series complements the new SMALL GROUP initiative because it provides a multitude of tiered

interventions which complement the core reading series. Additionally, the MASD has implemented the Extended Learning Day Program or ELDP to address student learning gaps that have emerged as a result of disruption caused by the pandemic. Utilizing the iReady diagnostic data, the district leadership team was able to identify students who possess below grade level skills as those who are eligible to participate in the ELDP. Participating students access afterschool instruction two days a week for 2 hours per day. Specifically, students receive skill-based Mathematics instruction on Tuesdays and receive skill-based personalized Reading instruction on Thursdays. The district provides transportation and snacks for all participating students. Currently one-sixth of the district population participates.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

The Millville Area plans to measure the efficacy of programming via the use of the iReady Diagnostic assessment. iReady will be administered 3X a year to assess students' skills in Math and Reading. MASD places students in instructional groupings based upon iReady performance. Student groupings receive skill-based personalized instruction which targets specific skills. The MASD will utilize DIBELS and FOUNDATIONS probes to assess early literacy skills in students in Grades K-3. . The MASD will utilize CDT Assessment to assess student performance in the area of the Sciences. The MASD utilizes the AIMSWEB to measure students with disabilities' progress towards their respective IEP goals. Students who receive Tier I instruction are probed once per quarter. Students who receive Tier II instruction are progress monitored once per month. Students who receive Tier III instruction and supports are progress monitored once per week. The special education will adapt programming, instructional strategies, and degree of support when students are not growing or making adequate progress. The district leadership team meets with grade-level and departmental teams 3-4 times a year for data meetings within which all student data is collectively analyzed, interventions are considered, and student groups are identified. Student performance data for students is reviewed regularly and frequently amongst the interventionists and special education departments. Personalized learning objectives and correlating programming is changed regularly to address student performance and learning needs. Recognizing that the interruptions to instruction can be most detrimental to students with disabilities, when district was closed and offering digital instruction, the MASD provided students with disabilities instruction in the home, direct one-to-one virtual instruction, and compensatory services and makeup sessions for related services that could not be undertaken due to the unanticipated disruption. Recognizing the district's responsibility to provide a continuum of instruction when students must quarantine, the MASD provides instructional programming that students can access when not in school. \Since the pandemic may compel students to transition between instructional modalities, ALL MASD teachers post their instructional blueprints daily and with fidelity. The instructional blueprint is a digital lesson plan when posted to Microsoft Team

enables students who are out of school access lesson objectives, procedures, and assessments. When students quarantine due to COVID-related matters, the MASD provides up to 5 additional hours of Virtual Instruction Support (VIS) per week.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

The MASD purposefully submitted its application for ESSER II funding at the end of the application process because in doing so, the district can identify expenditures that resulted from real priorities not anticipated priorities that emerged in response to COVID-19 pandemic. Consequently, the expenditures have been already incurred by the district to date and therefore minimal to no adjustments will need to be undertaken. Since the introduction of ESSER I, ESSER II, ARP ESSER, and ESSER III, the district leadership team has endeavored to maneuver its anticipated expenditures for which it planned to allocate ESSER funds to meet the emerging and actual needs of students and members of the MASD learning community. Consequently, the district leadership team has refined its priorities constantly and consistently over the course of the past 21 months in response to student performance data as well as input from families, students, faculty, and staff. All in all, the district plans to expend the largest percentage of ESSER II funds on instructional resources and services that enable the district to maintain continuity of education services and meet the diverse learning needs of K-12 students. Over the course of the pandemic, the MASD has received the largest allocation of federal program subsidy to date. That being said, the district has endeavored to take a student-centered approach to the prioritizing how the funds can be expended in the best interest of student learning, social emotional wellness, addressing learning gaps, mitigating the potential from transmission of COVID-19, and addressing the welfare needs of students. The district has and continues to capitalize upon the great flexibility with regards to traditional Title Federal Program dollars and ESSER II dollars to ensure that the critical needs of our most vulnerable students are well met. The flexibility allowed us to identify actual needs and prioritize them in a way the organization could never have forecasted.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

The district will rely on data analysis of all available student performance data including, but not limited to iReady Diagnostic and Growth Data, AIMSWEB progress monitoring data, DIBELS data, Classroom Diagnostic Tools Data, Keystone Exam and PSSA Standardized Testing Data, and all relative summative curriculum based-assessment data. As described previously, the district will maintain data meetings with all grade-level and departmental teams to analyze data, identify student needs/deficits, and identify supportive interventions.

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Furthermore, the district utilizes Social-Emotional Learning probes and surveys to discern students' social-emotional wellness and mental health in order to identify any needs that can be addressed within the school environment and/or engage interagency supports for the home setting as well. Lastly, the district maintains Child Study and SAP meetings on the elementary and secondary levels to assess students' social, emotional, behavioral, and academic needs and provide interventional support to remove any barriers to student success.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness

and response efforts of local educational agencies. See help text for example.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)

****Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

(7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

(8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

-(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

-(12b) Implementing evidence-based activities to meet the comprehensive needs of students.

-(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.

-(12d) Tracking student attendance and improving student engagement in distance education.

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Millville Area School District	(3) Providing principals and others school leaders with the resources...	ESSERS II funds will be utilized to subsidize the expenses incurred for instructional resources, technological resources and programs, diagnostic and benchmarking assessment systems, and personnel costs that are incurred to address the specific learning needs of district students that have emerged in response to the pandemic.
Millville Area School District	(9) Purchasing educational technology...	In order to be postured for a successful transition between instructional modalities, the Millville Area SD plans to utilize ESSER II monies to subsidize the acquisition of MIFI technology and services so that students who do not possess internet connectivity can access remote instruction. Additionally, the MASD plans to utilize ESSER II monies to subsidize the acquisition of Chromebook covers necessary for students to transport district provided technology to and from school.
		In order to be prepared to meet the instructional needs of

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Millville Area School District	(8) Planning for and coordinating during long-term closures...	students and prepare teachers for success, the MASD plans to utilize ESSER II monies to subsidize the acquisition of instructional resources that can be utilized flexibly regardless of the instructional modality the students are situated. Specifically, the MASD will utilize funds to subsidize digital K-12 curriculum and instructional programming that is specifically targeting the extraordinary learning needs of students during the pandemic.
Millville Area School District	-(12a) Administering and using high-quality assessments....	In order to assess the extraordinary learning needs of K-12 students, the MASD plans to utilize ESSER II monies to subsidize iReady Adaptive Diagnostic Assessment Platform K-12. The MASD will utilize iReady as the methodology necessary to assess student skill mastery in six skill domains in Reading and five skills domains in Mathematics. In turn, the district will utilize data to provide skill-based and personalized learning to students in a strategic manner to address gaps in their learning caused by disruptions to their respective learning.
Millville Area School District	(14) Projects to improve the indoor air quality in school facilities...	In order to provide our faculty, staff, and students with the safest environment within which to return to F2F instruction, the MASD plans to utilize ESSER II funds to subsidize the implementation of a Bi-Polar

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		Ionization technology within the existing HVAC systems in the Millville Elementary and Jr./Sr. High School.
Millville Area School District	(15) Other activities that are necessary...	In June 2021, Millville Area School District Board of Education furloughed professional staff. However, when planning fo the 2021-22 school year, the district recalled teachers in order to address increased student enrollment and to address the extraordinary needs of students during the pandemic are well met.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
 - Name
 - Description
 - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

No

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, 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.

Yes

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning

devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$639,794.00

Allocation

\$639,794.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$190,344.41	Foundations, FUSE, iReady Diagnostic Assessment and Teacher Toolbox, Edmentum, Read Naturally, News 2 You, RazKids, Renaissance Learning, Carnegie Learn T'es branché (Digital French Textbooks), Introductory Chemistry (Digital Chemistry Textbook), Learning A-Z, and WONDERS
1000 - Instruction	300 - Purchased Professional and Technical Services	\$29,582.12	Professional Development: iReady Diagnostic System, Wonders Implementation, and FUSE STEM Implementation.

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$76.16	Travel Expense for FOUNDATIONS Professional Development
1000 - Instruction	100 - Salaries	\$847.88	Salaries for faculty who participated in Wonders Implementation professional development after the school day.
1000 - Instruction	200 - Benefits	\$364.29	Benefits for faculty who participated in Wonders Implementation professional development after the school day.
1000 - Instruction	600 - Supplies	\$9,100.00	350 Chromebooks cases paid to Riverside Technologies, Inc.
1000 - Instruction	100 - Salaries	\$219,347.00	Salaries for two professional employees
		\$449,661.86	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$639,794.00

Allocation

\$639,794.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	500 - Other Purchased Services	\$120,141.00	Bi-Polar Ionization Retro-Fit Implementation
2200 - Staff Support Services	100 - Salaries	\$7,358.00	Custodial Salaries for Cleaning and Sanitizing on Weekends.
2000 - SUPPORT SERVICES	600 - Supplies	\$16,144.81	Air Filters for HVAC for Millville Elementary and Millville Jr./Sr. High School.
3000 - OPERATION OF NON-INSTRUCTIONAL SERVICES	500 - Other Purchased Services	\$3,755.00	Legal Notices for Bidding on Bi-Polar Ionization Project in tandem with Universal Guidelines.
2600 - Operation and Maintenance	500 - Other Purchased Services	\$7,080.00	Rental costs for water bottle filling stations to Pure Water Technology of Central PA Inc.

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$823.93	Replacement Desk Clips for Polycarbonate Desk Shields
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$20,365.68	MIFI Service Charges paid to Verizon to ensure student connectivity to internet.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$12,463.38	MIFI Service Charges paid to ATT to ensure student connectivity to internet.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$2,000.34	Face Masks for students to ensure their safety and welfare.
		\$190,132.14	

Project #: FA-200-21-0255
Agency: Millville Area SD
AUN: 116195004
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

\$639,794.00

Allocation

\$639,794.00

Budget Over(Under) Allocation

\$0.00

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	\$220,194.88	\$364.29	\$29,658.28	\$0.00	\$0.00	\$199,444.41	\$0.00	\$449,661.86
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								

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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
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	\$16,144.81	\$0.00	\$16,144.81
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$32,829.06	\$0.00	\$0.00	\$2,000.34	\$0.00	\$34,829.40
2200 Staff Support Services	\$7,358.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,358.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$7,080.00	\$823.93	\$0.00	\$7,903.93
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	\$0.00	\$0.00	\$3,755.00	\$0.00	\$0.00	\$3,755.00
3100 Food 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
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	\$120,141.00	\$0.00	\$0.00	\$120,141.00
	\$227,552.88	\$364.29	\$62,487.34	\$0.00	\$130,976.00	\$218,413.49	\$0.00	\$639,794.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$639,794.00