

**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Summary & Background

---

Page Last Modified: 07/21/2021

**Summary & Background**

MIDDLETOWN CITY SD

441000010000

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background

---

Page Last Modified: 07/21/2021

**SUMMARY & BACKGROUND**

On March 11, 2021, the President signed into law the American Rescue Plan Act of 2021 (ARP). ARP makes available \$122.8 billion nationally in a third round of Elementary and Secondary School Emergency Relief (ESSER) funds. New York State has been allocated nearly \$9 billion under the ARP Act's Elementary and Secondary School Emergency Relief (ESSER) Fund. The ARP Act requires that a minimum of \$8.09 billion (90 percent) be allocated to LEAs, including charter schools and Special Act School Districts that are LEAs. Pursuant to the terms of the ARP Act, LEA allocations have been calculated using the relative shares of grants awarded under Title I, Part A of the ESEA for the most recent federal fiscal year (2020). Each eligible LEA's ARP-ESSER allocation may be found [HERE](#).

Under section 2001(d)(2) of ARP Act of 2021, each State Educational Agency (SEA) must make ARP-ESSER allocations to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives its ARP-ESSER funds. The first portion of ARP-ESSER Funds was awarded to states on March 24, 2021, and 60 days from that day is May 24, 2021. The U.S. Department of Education (USDE) has taken the position that an SEA makes allocations when it authorizes the LEA to begin to obligate funds in accordance with its needs. To enable New York State's LEAs to begin to obligate ARP-ESSER funds by USDE's May 24, 2021 deadline, the application for LEA 90% base ARP-ESSER allocations is being administered by NYSED as a two-part application process:

- ARP-ESSER Application – Part 1: The first step was for each LEA to submit signed assurances to NYSED by May 24, 2021. Upon receipt of signed LEA assurances, NYSED provided an email notice to the LEA of substantially approvable application status. Upon receipt of such notice, LEAs were able to begin obligating their allocation of 90% base ARP-ESSER funds.
- ARP-ESSER Application – Part 2: The second step will be the submission of a full application and budget by the LEA. NYSED will issue a Grant Award Notice (GAN) to the LEA after the LEA's application is fully reviewed and approved by NYSED. Part 2 will address several of the plan-related assurances an LEA must provide in Part 1 of the application process.

The ARP Act requires LEAs to reserve at least 20% of their 90% ARP-ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on economically disadvantaged students, children with disabilities, English learners, racial and ethnic minorities, migrant students, students experiencing homelessness, and children and youth in foster care. For your information, the minimum 20% reservation for each LEA may be found [HERE](#).

Project Period

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated by October 31, 2024.

Project Number

The project number stem for the program is:

*ESSER: 5880 - 21 - XXXX*

This number should be used on the appropriate FS-10 budget form.

Submission Deadline

Completed applications are due by **August 31, 2021** (with extensions by request), and will be reviewed on a rolling basis.

**ARP-ESSER Application: Part 2 - ARP Act**Introduction/Instructions - Summary & Background

---

Page Last Modified: 07/21/2021

Please note that applications must be submitted and fully approved by no later than March 23, 2022. LEAs that have not been issued a Grant Award Notice by that time will be at risk of having their ARP-ESSER allocation returned to the United States Department of Education.

APPLICATION PROCESS FOR LEA ALLOCATIONS OF ARP-ESSER SEA RESERVE FUNDS

The federal ARP statute requires SEAs to reserve:

- not less than 5 percent of the total amount of grant funds awarded to the State (\$449.4 million) to carry out activities to address the impact of lost instructional time by supporting the implementation of evidence-based interventions;
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based summer enrichment programs; and
- not less than 1 percent (\$89.9 million) to carry out the implementation of evidence-based comprehensive afterschool programs.

The 2021-22 enacted state budget directs that these required SEA set-asides be allocated as grants to specified school districts. Each eligible district's allocation of SEA reserve funds may be found [HERE](#). NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the [SED Monitoring and Vendor Reporting System](#). This application is only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.

**ARP-ESSER Application: Part 2 - ARP Act**

Introduction/Instructions - Submission Instructions

---

Page Last Modified: 07/21/2021

**Submission Instructions**

MIDDLETOWN CITY SD

441000010000

Directions for Submitting the Application:

- The online application may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.

- LEAs ARE NOT REQUIRED to send hard copies of general application materials to the Department.

- LEAs ARE REQUIRED to send signed originals and two hard copies of each FS-10 Budget Form to:

*Office of ESSA-Funded Programs - Rm 320 EB*

*RE: ARP-ESSER Application – Part 2*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234.*

Deadline for Submitting the Applications:

- The ARP-ESSER Application – Part 2 is due by August 31, 2021.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Intent to Apply

Page Last Modified: 10/13/2021

**ARP-ESSER LEA Base 90% Allocation - Intent to Apply**

MIDDLETOWN CITY SD

441000010000

- 1. **Does the LEA intend to apply for American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding?**

Yes, the LEA intends to apply for Elementary and Secondary School Emergency Relief (ESSER) funding.

- 2. **Please provide contact information for the LEA Business Official and Board President. Please confirm that each individual has reviewed and approved of the application, including all plan descriptions and use of funds.**

	Name	Email Address	Date of Final Review/ Approval
LEA Business Official	Michael Tuttle	michael.tuttle@ecsdm.org	10/07/21
LEA Board President	John Williams	john.williams@ecsdm.org	10/07/21

**ARP-ESSER Allocation - Construction-Related Costs**

- 3. **Does the LEA intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) LEA Base 90% funding for construction-related expenditures?**

Yes, the LEA does intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

**ARP-ESSER LEA Base 90% Allocation - Plan Development and Dissemination**

MIDDLETOWN CITY SD

441000010000

Title VIII of Division B of the CARES Act directs the Department to carry out the Education Stabilization Fund, of which the ARP ESSER funds are a part. Section 2001 of the ARP Act provides for the Department to make grants to each SEA from the ARP ESSER funds. An SEA must allocate at least 90 percent of its ARP ESSER grant funds to its LEAs (including charter schools that are LEAs) in the State in the same proportion that the LEAs received under part A of title I of the ESEA in Fiscal Year 2020, as required by section 2001(d)(1) of the ARP Act; and section 2001(e) of the ARP Act prescribes certain mandatory and permissive uses of LEAs' funds. Under 20 U.S.C. 1221e-3, the Secretary has the authority to promulgate rules governing the programs administered by the Department. Under this requirement, each LEA that receives ARP ESSER funds must develop, submit to the SEA on a reasonable timeline determined by the SEA, and make publicly available on the LEA's website, a plan for the LEA's use of ARP ESSER funds. The plan - known as the LEA ARP ESSER Plan - and any revisions to the plan submitted consistent with procedures established by the SEA, must include a description of key activities which are required below.

NYSED will consider each LEA's application for its base 90% ARP-ESSER allocation as meeting the USDE LEA ARP-ESSER use of funds plan requirement, provided the required elements of the plan are fully addressed in the LEA's application, combined with a budget, and then publicly posted after being developed with public input.

An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students.

Each LEA's ARP ESSER plan must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

- 1. In the space provided below, please describe how the LEA meaningfully engaged a diverse and representative set of the applicable stakeholders in developing a plan to use these funds and implementing that plan.**

Our entire school community openly engaged in communication about recovery from the COVID-19 pandemic. We had goals to be responsive to the challenges scholars and families are facing and reach out to support one another as we move forward. There were countless displays of interdependence exhibited during the period planning for our recovery from the COVID-19 pandemic. We deeply appreciate the collaborative efforts of our Board of Education and the countless hours of planning our teams have put into this process in order to prepare different scenarios for re-entry. The health and safety of our valued students, educators, staff, and the surrounding community remain at the forefront of all of our planning considerations. Middletown's plan to reopen our school campuses for in-person instruction is grounded in the best available scientific and medical information and will adhere to guidance and constraints provided by federal (including Center for Disease Control), state (New York State Education Department (NYSED) and Department of Health (NYSDOH) and local government officials (Orange County Department of Health). Our plan is based on current knowledge, assumptions about what is possible, and actions we may need to take as a result of changing conditions. We recognize the plan is fluid and as the environment changes we may need to make quick pivots, possibly overnight, to meet changes in order to keep continuity of learning as well as the health and safety of our entire community intact. Our commitment to collaboration will inform every stage of our continued planning process. We engaged with the school community through participation in virtual forums, frequent communication, and solicitation of feedback as varying components of our plan are put into action. We continue to seek feedback from families through our surveys and Talk About it Tuesday series with the Superintendent and relevant speakers.

- 2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.middletowncityschools.org/domain/501>

**ARP-ESSER LEA Base 90% Allocation - Program Information**

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

3. **In the space provided below, please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning.**

We believe our school district is the backbone of our community. As a result of the COVID-19 pandemic, there is an understanding that education today will be changed tremendously in unprecedented ways. It is incumbent upon educational leaders to take concrete steps to educate, engage and empower our school community to restore, reconstruct, and re-affirm the importance of education for all students. Now is the time for each and every one of us to show conviction and courage in the decisions we make, based upon historic changes not only in the state of New York, but across the nation.

Since our brick and mortar school buildings closed in March 2020, the District planning teams met multiple times each week to address issues related to the COVID-19 health pandemic. We identified concerns, shared best practices, and made recommendations to provide the entire school community with wrap-around support. The path forward must focus on creating environments which are safe for each and every member of our school community.

Our return planning guide provides clear guidance on processes and procedures across all seven of our schools to address health, safety, and well-being guideposts which serve as a road map for future instances of school closures. We are using science, including trends and key data points found in the guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH) and the New York State Education Department (NYSED) as well as the Governor's metrics for reopening schools across the state.

Our schools continue to offer vaccination clinics on our school community campuses in an effort to support mitigation efforts within the community. Further, we monitor the weekly COVID-19 community spread to support next steps and guidance in planning.

We plan to utilize the bulk of the requested funding for critical health and safety components related to air quality and ventilation. The health and safety of our entire school community is of critical importance. Scholars and staff need clean and safe workplaces/classrooms.

We shifted the air flow systems from 50% fresh air to 100% fresh air so we are creating a scenario at all times where maximum airflow is in place. As the months get colder we will recalibrate the levels so we are still providing maximum fresh air balanced with the need to maintain warmer temperatures in the classrooms/workspaces. We are confident this will create an environment with improved airflow.

Part of the strategy to improve airflow also includes replacement of the existing HVAC units within buildings in the District. New units will further support the purge of fresh air and circulation within the building.

Pursuing the purchase of an individual air conditioning unit for each workspace/classroom. Conditioned air control comfort levels in the room as we balance additional fresh air in the room. Allows us to continue to introduce more fresh air and maintain a comfortable level inside the room. The most important practice is to make sure air turns over frequently, mixing in lots of fresh air, and that it passes through filters where the virus is removed. With new HVAC systems we will be able to ensure the highest quality of air circulation and ventilation within all of our spaces so we can provide health instructional and workplace environments for in-person learning. We are using a multifaceted approach - we are using all the resources we have access to - adding improved quality of air and comfort. All of these individual efforts will work in concert to provide, with as much certainty as possible, safe working conditions- meeting NYSED reopening guidance with regard to ventilation.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

**4. In the space provided below, please describe the data that the LEA will use to identify student needs and monitor student progress as a result of planned interventions and supports.**

All scholars are assigned classes through our Student Management system, Infinite Campus. Educators can view their course rosters in Infinite Campus and will take attendance accordingly. This will allow the District to keep all attendance state reportable and meet any mandates. Attendance policies and procedures will be communicated with families and scholars prior to the start of the school year or if the instructional model changes during the year. Communication will take the form of building level parent/guardian/caregiver letters/newsletter, robocalls and email. While there is no one-size-fits all approach to addressing chronic absenteeism, our District is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism.

Scholar support needs identification - Support of English language learners (ELLs) will be comprehensive and high-quality. We will complete the ELL identification process within 30 school days of the start of the school year. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based. Regular communication with the parents/Guardians of ELL children will be maintained. The District utilizes multiple services in house and contracted out to translate communication into different languages by an official translator. For Parent teacher conferences, the District also utilizes the service so the parents can communicate with teachers in their preferred language.

Our District plans to continue to address how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs. We will provide continued professional development opportunities for faculty and staff on how to talk with and support scholars during and after the ongoing COVID-19 public health emergency, as well as provide support for developing coping and resilience skills for students, faculty, and staff. We are doing this through working partnerships with agencies like the Orange County Department of Mental Health and NY Project HOPE.

The District will prioritize in-person instruction for the 2021-2022 school year. Our prioritization of in-person learning allows us to reinstate its full schedule of course offerings. We will rely on scholar instructional data from our educator created quarterlies (administered in all 4 core areas) to drive instructional shift needed throughout the school year. Further, we will utilize scholar instructional data to drive the experiences and engagements both social-emotion and academic we offer during our Success Academy (after school) and Winter School for credit support. We will utilize scholar engagement data to support the development of additional programming to provide a connection with the school.

In November 2021, scholars in grades 5 -12 will take the Tripod Partners survey. This survey will assess the following areas: belonging, culture/climate, satisfaction, equity and engagement. The data from this survey will be analyzed and action steps (to include how progress will be monitored) will be identified. In May 2021, scholars will take the survey again and comparisons to the November 2021 data will be used to measure progress.

In accordance with the Commissioner's Regulations section 100.2(ee), scholars who are at risk of not achieving State Learning Standards in English Language Arts, Mathematics, Social Studies, and or Science will continue to be entitled to receive AIS. To assist in identifying students in need of AIS, the District will consider students' scores on multiple measures of student performance, which include, but are not limited to, one or more of the following measures: Fountas and Pinnell reading assessments (running records) and optional assessments NWEA testing Unit and lesson assessments past State assessment scores

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

5. **In the space provided below, please describe how the LEA will use the funds it reserves under section 2001(e)(1) - the required reserve of 20% of funds - 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.**

Summer Academy (2021, 2022, 2023). The program for students in grades K through 12 will run daily from 9 a.m. to noon. Pre Fuel and refuel will be provided and transportation will be offered.

The District will also offer after-school programs, clubs, enrichment activities, and extended learning during the school year. Examples of expanded opportunities include:

1. STEAM Activities
2. Reading, Writing, and Math Recovery
3. Wellness / Fitness
4. Art
5. Music
6. Field Trips
7. Academic Events
8. Winter School
9. Extended Day Institute - Success Academy

6. **In the space provided below, please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) - the allowable uses of funds - of the ARP Act.**

The proposed project is primarily based on recommendations prepared by KG+D Architects, dated October 7, 2020 and pre-referendum planning performed June 2021 to October 2021 to addresses high-priority HVAC improvements, upgrades to the electrical service, and expansion of the heating plant. The scope of work has been developed in conjunction with the District through a series of evaluations including, the District's Five Year Capital Plan, COVID-19 related studies of existing ventilation, and long-range planning for the future of Twin Towers Middle School. The identified scope of work intended for this project includes:

- Installation Of A Central Ground Mounted Chiller Plant
- Expansion Of The Existing Heating Plant By Adding An Additional Boiler
- Electrical Service And Distribution Upgrades
- Classroom Unit Ventilator Upgrades, To Include Air Conditioning
- Air Conditioning Of The Small Gymnasium
- Air Conditioning Of The Large Gymnasium
- Replacement Of The Auditorium Air Handler
- Replacement Of The Library Air Handler
- Replacement Of Air Conditioning Systems In The Administrative Spaces
- Toilet And Locker Room Exhaust Upgrades
- Heating And Cooling Piping Distribution Upgrades
- Masonry Repairs And Restoration
- Selective Hazardous Material Abatement

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

7. **In the space provided below, please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) - the required reserve of 20% of funds - to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Research shows the importance of mental and emotional well-being for students and staff, which has both psychological and ultimately academic outcomes. We know, after this prolonged closure, many of our students and staff will require social-emotional support to help them re-engage and re-enter work and school. As a District, our commitment is to create emotionally and physically safe, supportive and engaging learning environments promoting all students' social and emotional well-being and development. The pandemic has elevated the role of leaders in creating conditions helping students and staff practice empathy, create social bonds across distance and adapt to new learning experiences. Counselors, school based health programs, and wrap around supports will play an extremely important role in the adjustment period when buildings reopen and access to school counselors, social workers, school psychologists, student support counselors, crisis interventionists, and school-based health programs will be invaluable supports to our students and staff.

Transitions are important every year, and they will be even more important this upcoming school year as we return from continuous remote learning to a phased in approach to in-person instruction or an even longer period of remote learning. Schools will support transitions in a culturally responsive manner and engage students, families, and communities in the process of identifying needs and supports.

The following considerations guided our planning to support social-emotional well-being:

Emotional reactions to coming out of quarantine which may include:

- Stress, anxiety, sadness, anger, guilt or frustration for a variety of different circumstances
- Fear and worry about your own health and the health of your loved ones
- Other emotional or mental health changes which may be difficult to manage

Making personal connections with students is key to supporting them mentally, emotionally and behaviorally. This plan places an emphasis identifying students who are in need and the support staff to provide needed services. Reviewing and then considering a potential refinement of certain aspects of the code of conduct might help to support improved emotional/behavioral wellness for our students during this unprecedented time. This plan also stresses the importance of including Social Emotional Learning (SEL) as a foundational concept for all students. SEL will be implemented into the existing district curriculum resources as prescribed by New York State Learning Standards.

This plan works to create consistent and clear communication pathways between the school, our families and the community at large.

Community voice is woven into this plan in the form of the feedback we received as a district through our surveys and virtual forums.

This plan sets forth actions to engage staff in ongoing professional development offering support in areas such as social-emotional learning, trauma informed responses, and responsive practices emphasizing equity, access and inclusivity. Additionally, we will provide support for our students and staff to encourage self care and an overall sense of well-being.

Social-Emotional Well-Being Supports

In support of social-emotional well-being:

- Utilize the Student Support Referral to engage in a deep dive of individual students who may be struggling with academics and/or behavior
- Provide professional development to teachers and support staff K-12 to utilize, with fidelity social emotional learning resources (SEL) focused on social-emotional competencies (self-awareness, self-management, social awareness, relationship skills, responsible

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

decision-making): Second Step Curriculum K-8 Research, review and select a grade 9-12 social-emotional learning (SEL) curriculum. Implement a training protocol for SEL curriculum for all grades to enhance existing practices in grades K-5 and introduce practices in grades 6-12.

- Maintain a running list of helpful agencies, and online resources to assist with wellness and support for staff and faculty, including the Employee Assistance Program (EAP) program
- Provide professional development in: How to recognize and support students dealing with anxiety, grief, and trauma Understanding implicit bias and structural racism and how to navigate challenging conversations about race and racism

The equitable education of English Language Learners/Multilingual Learners (ELLs/MLLs) is safeguarded by various civil rights laws and policies, as well as by the Every Student Succeeds Act (ESSA). New York State school systems are required to provide instructional assistance and services to enable ELL/MLL students to attain English proficiency, develop high levels of academic language, and achieve at high levels in academic subjects.

Using the New York State Identification Test for English Language Learners (NYSITELL), in-person testing and identification is actively occurring through a team of certified English as a New Language (ENL) teachers and will continue accordingly throughout the summer of 2020 and beyond. The district will continue to work in collaboration with our registration department to test incoming ELL/MLL students with the NYSITELL as they register. Testing appointments are made in adherence with all CDC and DOH parameters to ensure the health and safety of staff, family and students. This is being accomplished during the required amount of school days, as stipulated within the guidelines, after initial enrollment has occurred. Our procedures include all parts of the identification process within the ELL/MLL screening, identification, and placement guidelines.

We continue to use the NYSITELL to identify students who meet the criteria for ELL/MLL status upon registration within our district and the spring 2019 New York State English as a Second Language Achievement Test (NYSESLAT) to determine language service needs. All students who are identified as an ELL/MLL will receive services as outlined within the CR-Part 154 Units of Study. K-12 language instruction takes place within Bilingual and ENL programs as defined by NYSED and the Office of Bilingual Education & World Languages (OBEWL) in alignment with the Bilingual Common Core Initiative. This ensures quality instruction, support, and services according to each ELL/MLL student's language proficiency level. We believe that every teacher is a teacher of ELLs/MLLs and provide professional development regarding the Blueprint for ELL/MLL Success and the Culturally Responsive and Sustaining framework. We utilize progress monitoring tools to promote and measure ELL/MLL academic achievement and student gains toward earning the New York State Seal of Biliteracy (NYSSB) upon graduation.

**English Language Learners/Multilingual Learners Supports**

In order to support for our ELL/MLL students we will continue to:

- Provide small group and individual services based on each student's needs.
- Facilitate collaboration and co-planning between content and language teachers.
- Use scaffolding instructional strategies.
- Focus on developing productive language skills such as speaking and writing.
- Schedule time to touch base with individual students when needed.

Our district has implemented various modes/methods of communication to ensure critical information is available and accessible in a parent's/ guardian's preferred language as follows:

- We utilize Language Line for document translation and telephone interpretation.
- Ensure 24/7 availability of Language Line for in-person, hybrid and remote scenarios where translation is required.
- Educators/staff have access to utilize this service from home, should a 100% remote scenario present again. A district tutorial has been created and utilized for accessibility purposes.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Plan Development & Program Information

---

Page Last Modified: 01/11/2022

- We have contracted with Language Today, a face-to-face and/or telephone interpretation company, which supports our district with CSE, 504, disciplinary needs, or any other meeting that may require a more personal approach and/or in-person meeting.
- Regular communication is also supported through our district translator who is available to translate for educators and staff in communicating with students and families.
- All critical information (e.g. report cards, interim progress reports, district/ school letters, website posts, school messenger/robo-calls etc.) are translated and made available in a family's home language or preferred language.
- We have installed Jabber which enables staff to utilize their laptops/Chromebooks to make and receive telephone calls to/from families in any location (home, school, work) to ensure that communication is ongoing between school and home within all 3 scenarios. Jabber also has voicemail capabilities and is linked to office/school phone numbers to make communication easier for families since school/ district phone numbers remain the same.

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

---

Page Last Modified: 11/08/2021

**ARP-ESSER Return to In-Person Instruction**

MIDDLETOWN CITY SD

441000010000

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, not later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the plan and take those comments into account in the development of the plan. Finally, section 2001(i)(3) of the ARP Act states that an LEA that developed a plan for the safe return to in-person instruction and continuity of services prior to the date of enactment of the ARP Act will be deemed to have met the requirement to develop a plan under section 2001(i)(1) as long as the plan meets the statutory requirements (i.e., is publicly available on the LEA's website and was developed after the LEA sought and took into account public comment).

The LEA's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff and a description of any policies it has adopted regarding each of the CDC's safety recommendations, including universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine in collaboration with the State, local, territorial, or the health departments of Native American Nations; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The plan must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and the social, emotional, mental health and other needs of students and staff, which may include student health and food services.

LEA plans must be in an understandable and uniform format and, to the extent practicable, written in a language that parents can understand (or, if not practicable, orally translated). Upon request by a parent with a disability, LEA plans must be provided in an alternative format accessible to the parent.

**NYSED will permit previously developed LEA re-opening plans to satisfy the ARP statutory requirement for the safe return to in-person instruction and continuity of services. LEAs must make any necessary updates to existing plans to conform with the USDE requirements within 30 days of receipt of ARP-ESSER funds and to review (and revise if appropriate) plans every six months thereafter (until September 30, 2023).**

- 1. In the space provided below, please provide the URL for the website(s) where the district's most current re-opening/return to in-person learning plan is/will be located. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans to be directly communicated to students, parents or legal guardians, school staff, and other stakeholders. As appropriate, the LEA should provide details about how the plan will be made available to people who request it.**

<https://www.middletowncityschools.org/Page/1349>

School Messenger for rapid broadcast of email, text and phone

District Facebook page: @MiddletownCitySchoolDistrict

**ARP-ESSER Application: Part 2 - ARP Act**LEA ARP-ESSER Plan - ARP-ESSER Return to In-Person Instruction

---

Page Last Modified: 11/08/2021

2. **An LEA must periodically, but no less frequently than every six months (through September 30, 2023), review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). If the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.**

**In the space provided below, please describe how the LEA will review and regularly update (at least every six months through September 30, 2023) it's plan for in-person instruction, including a description of how public comment will be collected.**

The District will continue to monitor the CDD, NY State Department of Health and the Orange County Department of health guidance regarding COVIS-19 mitigation strategies and in-person learning. We will send out our COVID-19 report card weekly and monitor the trends in positivity. The Superintendent has a weekly open in person meeting with community members to discuss issues and receive feedback. Additionally, feedback from these meetings is used to make any needed pivots to our approach and support available. At this meeting, data can be collected and reviewed for proper adjustment to instruction.

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution

---

Page Last Modified: 01/11/2022

**ARP-ESSER LEA Base 90% Allocation - Funding Distribution**

MIDDLETOWN CITY SD

441000010000

**Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- 1. **Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its *most current enrollment* figures.**

	Amount (\$ or #)
ARP-ESSER Fund Allocation (\$)	16,884,311
Total Number of K-12 Resident Students Enrolled (#)	7,234
Total Number of Students from Low-Income Families (#)	5,416

**ARP-ESSER Schools Served**

- 2. **Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.**

	Number (#)
Total Number of Schools in the LEA	6
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	6

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

Page Last Modified: 01/11/2022

**ARP-ESSER LEA Base 90% Allocation - Use of Funds**

MIDDLETOWN CITY SD

441000010000

**Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity.**

**PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

	FUNDING Amounts (\$)
1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).	0
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	0
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	0
4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).	0
5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).	0
6 - Coordinating preparedness and response efforts of LEAs 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.	0
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	0
8 - Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.	0
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	619,774
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	0
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	0
12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.	1,563,490
13 - Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA 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.	0
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	0
15 - Planning and implementing activities related to summer learning and enrichment and supplemental after-school 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	1,579,705

ARP-ESSER Application: Part 2 - ARP Act

LEA ARP-ESSER Plan - ARP-ESSER Use of Funds

Page Last Modified: 01/11/2022

	FUNDING Amounts (\$)
students, students experiencing homelessness, and children and youth in foster care.	
16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) 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; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.	0
17 - 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.	13,121,342
18 - 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.	0
19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with 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.	0
20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.	0
<b>Totals:</b>	<b>16,884,311</b>

**ARP-ESSER Application: Part 2 - ARP Act**

## LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 01/11/2022

**ARP-ESSER LEA Base 90% Allocation - Construction-Related Costs**

MIDDLETOWN CITY SD

441000010000

**PLEASE NOTE:**

The Office of Facilities Planning, in collaboration with NYSED's Chief Financial Officer and the Office of ESSA-Funded Programs, is developing guidance regarding capital construction projects based on the United States Department of Education (USDE) recently issued FAQs for this federal program. The Use of Funds FAQ (released May 26, 2021) may be of particular interest, since it discusses construction and combination of funds. Links to the federal program website are below:

- <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/>
- ESSER.GEER\_FAQs\_5.26.21\_745AM\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99

Local Educational Agencies (LEAs) which intend to do federally funded work using ARP-ESSER funds must first file FS-10s and other documents as required by the Office of ESSA-Funded Programs. If a project would normally require a building permit if supported by state/local funds, it must also have a building permit if supported by federal funds (or a combination of funding streams). Facilities Planning forms are under development at this time.

**1. What is the amount of funds that the LEA plans to use for construction related projects?**

13,507,449

**2. In the space provided below, please described the planned construction activities and costs.**

The project consists of building-wide heating and ventilation upgrades as well as the addition of air conditioning. Heating, ventilation, and air conditioning (HVAC) upgrades will facilitate increased fresh air ventilation, improved indoor air quality, and more conducive learning environments. Associated work to support this improvement includes expansion of the heating plant, upgrade to the electrical service distribution and hazardous material abatement.

**3. Will the planned construction impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places?**

Yes, the planned construction will impact and/or effect any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.

**3a. Please describe the relationship of the proposed construction to and probable effect on any district, site, building, structure, or object that is: Included in the National Register of Historic Places; or Eligible under criteria established by the Secretary of Interior for inclusion in the National Register of Historic Places.**

Twin Towers Middle School is eligible to be considered for inclusion in the National Register of Historic Places. All proposed capital projects are subject to approval by New State Education Department Facilities Planning (NYSED) and New York State Historic Preservation Office (SHPO). The proposed capital project for Twin Towers Middle School will be submitted to SHPO for review, comment, and approval. SHPO approval must be obtained prior to NYSED issuing a permit for construction.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 01/11/2022

**ARP-ESSER - Construction-Related ASSURANCES**

4. The LEA assures it will have or obtain a full title or other interest in the site, including right of access, that is sufficient to insure the grantee's undisturbed use and possession of the facilities for 50 years or the useful life of the facilities, whichever is longer. § 75.603 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
5. The LEA assures it will ensure that sufficient funds are available to meet any non-Federal share of the cost of constructing the facility. § 75.604
- YES, the LEA provides the above assurance.
6. The LEA assures work will begin on construction within a reasonable time after the grant for the construction is made. § 75.605 (Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
7. The LEA assures the construction will be completed within a reasonable time and the LEA shall complete the construction in accordance with the application and approved drawings and specifications. § 75.606
- YES, the LEA provides the above assurance.
8. The LEA assures that the construction is functional; economical; *and* not elaborate in design or extravagant in the use of materials, compared with facilities of a similar type constructed in the State or other applicable geographic area. § 75.607. Further, the LEA assures that it shall, in developing plans for the facilities, consider excellence of architecture and design and inclusion of works of art. The grantee may not spend more than one percent of the cost of the project on inclusion of works of art. § 75.607 Authority: 20 U.S.C. 1221e-3 and 3474)
- YES, the LEA provides the above assurance.
9. In planning for and designing facilities, the LEA assures it shall observe the standards under the Occupational Safety and Health Act of 1970 (Pub. L. 91-576) (See 36 CFR part 1910); and State and local codes, to the extent that they are more stringent. § 75.609 Further, the LEA assures it will submit an application for a Building Permit to NYSED Office of Facilities Planning for review and approval prior to construction.
- YES, the LEA provides the above assurance.
10. The LEA assures that it shall comply with the Federal regulations on access by the handicapped that apply to construction and alteration of facilities. These regulations are:
- For residential facilities - 24 CFR part 40; and
  - For non-residential facilities - 41 CFR subpart 101-19.6. § 75.610
- YES, the LEA provides the above assurance.

## ARP-ESSER Application: Part 2 - ARP Act

## LEA ARP-ESSER Plan - ARP-ESSER Construction-Related Costs

Page Last Modified: 01/11/2022

11. The LEA assures that, in planning the construction, the LEA shall, in accordance with the provisions of Executive Order 11988 of February 10, 1978 (43 FR 6030) and rules and regulations that may be issued by the Secretary to carry out those provisions: Evaluate flood hazards in connection with the construction; and as far as practicable, avoid uneconomic, hazardous, or unnecessary use of flood plains in connection with the construction. § 75.611
- YES, the LEA provides the above assurance.
12. The LEA assures that it shall maintain competent architectural engineering supervision and inspection at the construction site to insure that the work conforms to the approved drawings and specifications. § 75.612
- YES, the LEA provides the above assurance.
13. The LEA assures that it will comply with the regulations on relocation assistance and real property acquisition in 34 CFR part 15. § 75.613
- YES, the LEA provides the above assurance.
14. The LEA assures that, when construction is completed, sufficient funds will be available for effective operation and maintenance of the facilities. § 75.614
- YES, the LEA provides the above assurance.
15. The LEA assures that it shall operate and maintain the facilities in accordance with applicable Federal, State, and local requirements. § 75.615
- YES, the LEA provides the above assurance.
16. The LEA assures that, to the extent feasible, it shall design and construct facilities to maximize the efficient use of energy. § 75.616 Further, the LEA shall comply with ASHRAE standards in designing and constructing facilities built with project funds. § 75.616 The following standards of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) are incorporated by reference in this section:
- ASHRAE-90 A-1980 (Sections 1-9).
  - ASHRAE-90 B-1975 (Sections 10-11).
  - ASHRAE-90 C-1977 (Section 12)
- Incorporation by reference of these provisions has been approved by the Director of the Office of the Federal Register pursuant to the Director's authority under 5 U.S.C. 552 (a) and 1 CFR part 51. The incorporated document is on file at the Department of Education, Grants and Contracts Service, rm. 3636 ROB-3, 400 Maryland Avenue, SW., Washington, DC 20202-4700 or at the National Archives and Records Administration (NARA). For information on the availability of this material at NARA, call 202-741-6030, or go to:
- [http://www.archives.gov/federal\\_register/code\\_of\\_federal\\_regulations/ibr\\_locations.html](http://www.archives.gov/federal_register/code_of_federal_regulations/ibr_locations.html). These standards may be obtained from the publication sales department at the American Society of Heating, Refrigerating, and Air Conditioning Engineers, Inc., 1791 Tullie Circle, NE., Atlanta, Georgia 30329. § 75.616
- YES, the LEA provides the above assurance.

**ARP-ESSER Application: Part 2 - ARP Act**

LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget

---

Page Last Modified: 01/21/2022

**ARP-ESSER LEA Base 90% Allocation - Budget**

PLEASE NOTE - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms.

**Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- Please upload a completed and signed copy of the *FS-10 Budget* for the ARP-ESSER LEA Base 90% Funds.**

FS-10 Middletown City Schools.pdf  
 ARP-90 ESSER ALLOCATION FS10 as Revised 1-21-22.pdf

- Please upload a completed copy of the *Budget Narrative* for the ARP-ESSER LEA Base 90% Funds.**

Middletown City Schools Budget Narrative.pdf

- Please complete the following table by providing total proposed expenditures by budget code for funding in relation to the ARP-ESSER Application – Part 2. This information should match the Budget Summary page of the FS-10 budget form.

	Total Funds (\$)
15 - Professional Salaries	2,398,011
16 - Support Staff Salaries	410,573
40 - Purchased Services	13,121,342
45 - Supplies and Materials	0
46 - Travel Expenses	0
80 - Employee Benefits	954,385
90 - Indirect Cost	0
49 - BOCES Services	0
30 - Minor Remodeling	0
20 - Equipment	0
<b>Totals:</b>	<b>16,884,311</b>