

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Middletown Area School District utilized multiple avenues of data to measure the effects of COVID-19 on learning loss. We looked at the amount of failures at the elementary and secondary level through the use of our student management system. We looked at the amount of technical difficulties that were occurring during the pandemic that caused for students to not be able to learn while on virtual learning platforms. We also used data analysis system such as I-Ready to see what present levels students were at when returning to full time schooling. The team also looked at the PSSA, PSAT, and Keystone data from students to see if the scores increased or decreased and then looked at ways to close the gap.
Chronic Absenteeism	Middletown Area School District will continue to look at the attendance data from K-12 and use this data to then cross exam how the lack of attendance in school correlates with poor performance in the classroom as well as the amount of decrease in academic achievement across the K-12 span.
Student Engagement	Middletown Area School District is looking at several data points to understand how student engagement suffered during the pandemic. The first platform we are using involves looking at attendance rates both in the remote learning platform as well as in school over the past 2 years and in the 21-22 school year. Another area we are looking into is the lack of students involved in clubs, sports, and other extracurricular activities that involve student engagement. The third way we are looking at student engagement is doing walkthroughs with the use of the LSI platform to see if students are actively engaged in the classroom. Other ways we are gauging student engagement is looking at standardized test scores, I-ready assessments from various levels, and universal screeners to gauge the students that are being "some risk" or "high risk" for academic behaviors.
Social-emotional Well-being	The Middletown Area School District is committed to monitoring and improving the social and emotional well being of students and staff. With the implementation of a Universal Screener K-12, Middletown Area School District is able to identify those students in need and ways to support these students to be successful moving forward from the lack of social engagement during the pandemic.
Other Indicators	Some other indicators we are using include team meetings in each building and district wide to study data that will allow for us to see what students need the most support. We are also using SWIS as a behavioral tool to monitor student behavior and address areas of concern as well as individual behaviors that we are seeing on a wide scale.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>In order to better understand the impact that the pandemic had on racial and ethnic groups, Middletown Area School District looks at and will continue to identify students in these groups who need support through universal screeners, Diversity groups made up of students, staff, and community members, engagement with stakeholders and other data points such as behavior statistics to identify the impact the pandemic had on these groups.</p>
<p>Students from low-income families</p>	<p>Middletown Area School District uses the Free and Reduced lunch data to then look at academic records, behavior records, universal screener results, and social worker involvement to gauge the impact of the pandemic on low-income families.</p>
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>The third group that is experiencing impacts from the pandemic is Children with Disabilities. With the lack of supports that were available during the pandemic, MASD will use IEP meetings, conversation with parents, academic records, behavior records, feedback from parents, teachers, and students about the supports that are currently in place and how to better use them to identify more supports needed for this group, as well as the increasing impact the pandemic has had on this group.</p>
<p>Migrant students</p>	<p>The fourth group Middletown Area School District is looking at involves migrant students. We use our enrollment process, academic data, behavior data, and universal screener data to look at what supports need to be put in place for this group of students. Staff feedback along with team meetings is also key in seeing what impacts the pandemic had on this group.</p>

Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	The first strategy that Middletown Area School District is engaging involves implementing Universal Screeners K-12. The Social and Emotional Impact that the pandemic has had on K-12 students reaches far beyond the classroom. The implementation of K-12 Universal Screeners, gives the staff an in-depth look into how we can better serve our students on an academic level, social level and emotional level.

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

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

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

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

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

- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

All students impacted by the pandemic that have suffered from lack of socialization.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The second strategy that Middletown Area School District is engaging in involves the use of online assessment curriculum such as I-ready. This curriculum gauges the students level of learning and then looks to remediate this through activities and allows the teachers to base lessons on the growth of each student.

i. Impacts that Strategy #2 best addresses: (select all that apply)

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

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

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by

gender)

- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	The third strategy Middletown Area School District has utilized the purchase of Cleartouch boards for the Elementary and Secondary levels. This technology tools has allowed teachers to engage students on a new level within the classroom. With students being away from the classroom on a standard basis lack of instructional engagement is apparent in the classroom. Teachers and students can use the Cleartough boards to better engage in learning in the classroom.

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Middletown Area School District held a stakeholder engagement meeting using Zoom on February 17th, 2022 at 3:45pm. This meeting was held to engage stakeholders in uses of ARP/ESSER funds, educate them on the applicable use of funds, and gain feedback on how they felt the funds were spent. Other ways we are engaging stakeholders is holding parent engagement meetings throughout the district at each building and using the feedback from those meetings to help create plans for use of funds. Also, we are working with various outside agencies to look at supports that are needed for the current climate, culture and issues we are seeing in the Middletown Area School District.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Middletown Area School District is using stakeholder input by looking at various social and emotional learning programs for students and staff. Creating a staff wellness initiatives and programs to help promote positive mental health for the staff to be able to engage students in learning. We are also using stakeholder input look at usage of funds for field trips that were not budgeted for due to the pandemic, a partnership with Community and Schools to address our issues with parents outside of the school day and also using funds for the overall academic support of our students and staff. We are also looking to look at a needs assessment following the initial submission of the plan to gauge where we are as a district through the implementation of the programs and then seeing how effective they are and if we need to shift gears.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Once submitted and approved the LEA will work with the communications director to allow access to the plan.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Middletown Area School District will utilize various strategies to address the impact of lost instructional time. We will be operating a full summer school program for 5-weeks for students who are credit deficient or are currently failing classes that they need for graduating. We are also currently running learning loss remediation sessions at our high school and middle school during the week to address students who are currently behind in learning and need to do remediation or makeup projects or other types of assignments to recoup learned materials and credits. Student groups who are disproportionately impacted are provided transportation and lunch and breakfast at all of our summer programs as well snacks during the after school programs. We are currently using funds to support I-ready and Universal Screeners to identify students who have missed large portion of instruction or students who did not actively participate. We are then taking this data and developing support systems to help re-engage these students and recouping the material that was missed as well as credits.

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

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

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

Middletown Area School District will utilize ARP ESSER Funds to sustain students academic needs by purchasing varied curriculums to address learning gaps, purchase assessment software products to gauge learning levels and respond to the lack of skills that were lost during the pandemic. MASD will be purchasing various SEL curriculums, mental health programs, staff wellness supplies and services, and software that tracks social and emotional readiness by the use of a universal screener. We are also offering meals and other snacks at all buildings for our summer learning and after school programs. Our main goal is to engage students in useful learning, but also fueling their brains and bodies with nutritious foods. We will be utilizing funds to help support staff through offering supports for substitutes, staff wellness programs, and also using money to improve the inequitable treatment of students in our school district. We will look to use these funds to help support professional development for equity training, de-escalation train, and social and emotional learning. Middletown Area School District will be purchasing multiple foggers, cleaning supplies, using funds to help pay volunteers to work at vaccine clinics

as well as food and drinks for the volunteers. We are also using the money to help support testing sites within the district. We are currently looking at ways through a needs assessment to improve facilities.

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

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.” **(3,000 characters max)**

Not Applicable

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	6,698,217	20%	1,339,643

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Middletown Area School District will monitor the progress of the ARP/ESSER funded programs and implementations in student learning by looking at various data collection sources such as formative assessments, I-ready data, standardized testing, absenteeism and our current truancy rates, improvement or decline of universal screener data that was relative to students mental health that can then directly effect the student's inability to retain knowledge. We will also look at the amount of credits recovered during our summer school programs and credit recovery programs and the effectiveness of the learning platform.
Opportunity to learn measures (see help text)	We will look at the student's access to online learning platforms, after school remediation sessions and summer school programs to recoup credits lost as well as gaining skill sets and knowledge that was lost during the pandemic. From a staff development side, we will continue to evaluate our professional development and look to increase training for teachers in the areas of mental health, resocialization and other areas that were effected by the pandemic. From a parent content side, we will look to hold training sessions for parents, about de-escalation strategies, mental health awareness, and the school district's efforts to maintain or build off the learning loss from the pandemic.
Jobs created and retained (by number of FTEs and position type) (see help text)	The number of jobs that were created through ARP/ESSER grant are monitored through our business and human resources. These support positions are evaluated on an annual basis for the effectiveness of the services being rendered and what supports we can offer that person better serve the population they are attending to. In the end the goal is to look at various positions once the money is no longer being used at what jobs we will be able to afford what jobs we need to discontinue due ineffectiveness or no longer a need.
Participation in programs funded by ARP ESSER resources (e.g., summer and	Middletown Area School District will look to evaluate and monitor the effectiveness of the after school and summer programs by monitoring the amount of remediation and student growth that occurs during the school year from the after school programs and also look to re-evaluate and evaluate the summer school program how effective the learning was from

	Data Collection and Analysis Plan (including plan to disaggregate data)
afterschool programs)	the amount of credits gained as well as the amount learning growth from the MS students.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools

are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$6,698,217.00

Allocation

\$6,698,217.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$30,470.00	Salaries for Summer School Staff 20-21 - Summer School Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$7,192.47	Benefits for Summer School Staff 20-21 - Summer School Set Aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,150.33	Salaries for Summer School Special Education Teachers & Paras 20-21 - Summer School Set Aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,161.44	Benefits for Summer School Special Education Teachers & Paras 20-21 - Summer School Set Aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$2,226.92	Summer School Transportation 20-21 - Summer School Set Aside
1400 - Other			Summer School

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Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$10,727.27	Transportation 20-21 - Summer School Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$553.29	Summer School Supplies 20-21 - Summer School Set Aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$17,000.00	Salaries for Raider Academy Special Education Case Management 21-22
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,049.91	Benefits for Raider Academy Special Education Case Management 21-22
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$39,089.00	Salaries for Summer School Staff 21-22 - Learning Loss Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$9,409.00	Benefits for Summer School Staff 21-22 - Learning Loss Set Aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$639.62	Contracted Service for 1:1 Student Needs 21- 22
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$11,890.28	Summer School Transportation 21-22 - Summer School Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$7,528.00	Additional Summer School Transportation 21-22 - Learning Loss Set Aside

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$1,000.00	Transportation Reimbursement Substitutes 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,220.00	Music Supplies 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,200.00	Technology Supplies 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,204.80	Headphones 21-22
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,552.75	Particians for Social Distancing 21-22
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,775.52	Supplies for Multi-Disability Classroom 21-22
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,300.00	I-Ready Software to Assess Progress of High School Special Education Students 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$385,355.20	Clear Touch Panels for Student Learning & Engagement 21-22
1100 - REGULAR			Computers for

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$80,055.00	Business & Industrial Technology Department 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$5,784.69	STEM Kits 21-22
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$51,300.00	Salaries for After School Tutoring 22-23 - After School Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$12,238.00	Benefits for After School Tutoring 22-23 - After School Set Aside
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$93,744.00	Salaries for Summer School Staff 22-23
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$22,467.62	Benefits for Summer School Staff 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$21,420.00	Salaries for Summer School Special Education Teachers & Paras 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,133.74	Benefits for Summer School Special Education Teachers & Paras 20-21
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$66,336.00	Salary for teacher providing assistance to students enrolled in remote learning 22-23

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1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$15,251.73	Benefits for teacher providing assistance to students enrolled in remote learning 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$90,570.10	Salaries for 1:1 Paraprofessionals 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$108,574.01	Benefits for 1:1 Paraprofessionals 22-23
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$11,892.00	Summer School Transportation 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$23,339.00	English Language Arts Materials & Books for Middle School 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,000.00	USA Test Prep Software 22-23 - Learning Loss Set Aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,900.00	Additional USA Test Prep Software 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,500.00	Extra Math Software 22-23 - Learning Loss Set Aside

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,960.00	Defined Stem Subscription Services 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$7,000.00	Seesaw 22-23 - Learning Loss Set Aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$80,000.00	Math Curriculum Materials 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$95,000.00	Social Studies Curriculum Materials 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,608.50	Health/PE Curriculum Materials 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$26,000.00	World Language Curriculum Materials 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	Chromebooks for Paraprofessionals 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$50,000.00	K-5 Core Literacy Program 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY /	600 - Supplies	\$14,899.00	K-5 Handwriting Program 22-23

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Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Social Emotional Curriculum 6-12 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,500.00	Universal Screeners 22-23
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$60,000.00	Clear Touch Panels for Student Learning & Engagement 22-23
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$90,570.10	Salaries for 1:1 Paraprofessionals 23-24
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$108,574.01	Benefits for 1:1 Paraprofessionals 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Social Emotional Curriculum 6-12 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$16,900.00	USA Test Prep Software 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,500.00	K-5 Handwriting Program 23-24
1100 - REGULAR			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$225,000.00	K-5 Core Literacy Program 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,160,000.00	1:1 Devices 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$14,960.00	Defined Stem Subscription Services 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,400.00	Seesaw 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,000.00	Business Education Curriculum 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$150,000.00	Social Studies Curriculum 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,000.00	Music Curriculum 23- 24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,500.00	Universal Screeners 23-24
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$200,000.00	Music Instruments for Curriculum Rewrite 23- 24

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Social Emotional Curriculum 6-12 24-25
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,500.00	Universal Screeners 24-45
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,600.00	Headphones 22-23
		\$3,744,673.30	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$6,698,217.00

Allocation

\$6,698,217.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$712.50	Salaries for Staff Curriculum Writing 20-21
2200 - Staff Support Services	200 - Benefits	\$167.37	Benefits for Staff Curriculum Writing 20-21
2400 - Health Support Services	100 - Salaries	\$1,168.50	Salaries for Summer School Nurse 20-21
2400 - Health Support Services	200 - Benefits	\$125.94	Benefits for Summer School Nurse 20-21
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$4,523.76	Salaries for Positive Behavior Interventions & Support Meetings 21-22
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,939.29	Benefits for Positive Behavior Interventions & Support Meetings 21-22
			Salaries for Professional

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Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$8,532.00	Development for Staff for Mental Health & Behavioral Support - Effective School Solutions 21-22
2200 - Staff Support Services	200 - Benefits	\$3,654.78	Benefits for Professional Development for Staff for Mental Health & Behavioral Support - Effective School Solutions 21-22
2200 - Staff Support Services	100 - Salaries	\$891.00	Salaries for Professional Development for Positive Behavior Interventions & Support 21-22
2200 - Staff Support Services	200 - Benefits	\$380.86	Salaries for Professional Development for Positive Behavior Interventions & Support 21-22
2400 - Health Support Services	100 - Salaries	\$24,000.00	Salaries for Nursing Services for Temperature Screenings for COVID-19 Mitagation Efforts 21-22
2400 - Health Support Services	200 - Benefits	\$5,717.52	Salaries for Nursing Services for Temperature Screenings for COVID-19 Mitagation Efforts 21-22
			Contracted Services

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Function	Object	Amount	Description
2700 - Student Transportation	300 - Purchased Professional and Technical Services	\$10,834.00	for After School Education Services 21-22 - After School Set Aside
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Contracted Staff Wellness Activies to assist in mental and physical health of staff 21-22
3200 - Student Activities	500 - Other Purchased Services	\$6,681.48	Transportation for Elementary Field Trips for Learning and Social Needs 21-22
2600 - Operation and Maintenance	600 - Supplies	\$2,974.72	Clear Back Packs for COVID-19 Mitagation Efforts & School Safety 21-22
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,302.25	Postive Action Curriculum Refresher Kits for Social-Emotional Learning 21-22
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$595.00	SMARTS Software Elementary School License 21-22
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$29.17	SWIS Software to monitor student behavior and mental health needs at the Middle School 21-22
2400 - Health Support Services	600 - Supplies	\$345.44	Medical Thermometers for COVID-19 Mitagation Efforts 21-22
			Personal Protective

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$2,257.90	Equipment for COVID-19 Mitagation Efforts 21-22
2800 - Central Support Services	600 - Supplies	\$1,946.00	Picnic Table for Outdoor Eating for COVID-19 Mitagation Efforts 21-22
3200 - Student Activities	500 - Other Purchased Services	\$10,752.51	Elementary Field Trips 21-22 to promote social-emotional well-being
2200 - Staff Support Services	100 - Salaries	\$36,000.00	Salaries for Staff Curriculum Writing 22-23
2200 - Staff Support Services	200 - Benefits	\$8,628.12	Benefits for Staff Curriculum Writing 22-23
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$6,048.00	Salaries for Summer School Speech Teachers 22-23
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,449.53	Benefits for Summer School Speech Teachers 22-23
2400 - Health Support Services	100 - Salaries	\$6,048.00	Salary for Summer School Occupational Therapist & Nurse 22-23
2400 - Health Support Services	200 - Benefits	\$1,449.52	Benefits for Summer School Occupational Therapist and Nurse 22-23
			Salaries for Behavioral

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$266,543.49	Support Specialist, Guidance Counselor, Psych Intern, Psychologist & Speech Therapist 22-23
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$123,689.02	Benefits for Behavioral Support Specialist, Guidance Counselor, Psych Intern, Psychologist & Speech Therapist 22-23
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$124,567.70	Salary for administrative support for students enrolled in remote learning instruction 22-23
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$53,494.06	Benefits for administrative support for students enrolled in remote learning instruction 22-23
3200 - Student Activities	100 - Salaries	\$12,000.00	Salaries for Stipends for Added Clubs for HS/MS for Social Emotional Engagement 22-23
3200 - Student Activities	200 - Benefits	\$2,876.04	Benefits for Stipends for Added Clubs for HS/MS for Social Emotional Engagement 22-23
2800 - Central Support Services	200 - Benefits	\$5,820.00	Employee Assistance Program cost for all District employees 22-23
			Contracted Staff

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Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	Wellness Activies to assist in mental and physical health of staff 22-23
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$339,864.00	Contracted Services for Mental Health Services Middle School & High School 22-23 - Learning Loss Set Aside Social/Emotional
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$3,300.00	Professional Development for Handwriting Program 22-23
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$750.00	Professional Development for Seesaw 22-23
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$75,000.00	Contracted Services Community & Schools Partnership 22-23
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$9,000.00	Leadership Coaching for Learning Sciences International 22-23
2700 - Student Transportation	500 - Other Purchased Services	\$40,248.00	Activity Bus for Learning Loss High School & Middle School 22-23
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$9,300.00	Postive Action Curriculum Refresher Kits for Social-Emotional Learning 22-23
2600 - Operation and Maintenance	600 - Supplies	\$5,100.00	Chemicals for Halo Fogger 22-23

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Function	Object	Amount	Description
3200 - Student Activities	600 - Supplies	\$5,100.00	Chemicals for Halo Fogger 22-23
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$900.00	Materials for Cognitive Abilities Testing Program at High School 22-23
2200 - Staff Support Services	600 - Supplies	\$31,410.00	LETRS Manuals for Staff for Reading Remediation - Learning Loss Set Aside 22-23
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$3,500.00	Positive Behavior Interventions & Support App Elementary & Middle School
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$266,543.49	Salaries for Behavioral Support Specialist, Guidance Counselor, Psych Intern, Psychologist & Speech Therapist 23-24
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$123,689.02	Benefits for Behavioral Support Specialist, Guidance Counselor, Psych Intern, Psychologist & Speech Therapist 23-24
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$124,567.70	Salary for administrative support for students enrolled in remote learning instruction 23-24
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$53,494.06	Benefits for administrative support for students enrolled in remote learning

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Function	Object	Amount	Description
			instruction 23-24
3200 - Student Activities	100 - Salaries	\$12,000.00	Salaries for Stipends for Added Clubs for HS/MS for Social Emotional Engagement 23-24
3200 - Student Activities	200 - Benefits	\$2,876.04	Benefits for Stipends for Added Clubs for HS/MS for Social Emotional Engagement 23-24
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$339,864.00	Contracted Services for Mental Health Services Middle School & High School 23-24 Social/Emotional
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	Contracted Staff Wellness Activies to assist in mental and physical health of staff 23-24
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$75,000.00	Contracted Services Community & Schools Partnership 23-24
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$900.00	Materials for Cognitive Abilities Testing Program at High School 23-24
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$75,000.00	Contracted Services Community & Schools Partnership 24-25
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	Contracted Staff Wellness Activies to assist in mental and physical health of staff

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Function	Object	Amount	Description
			24-25
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$900.00	Materials for Cognitive Abilities Testing Program at High School 24-25
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$15,000.00	Safety Security Assessment 21-22
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	Contracted Staff Wellness Activies to assist in mental and physical health of staff 22-23
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$150,000.00	Professional Development for Social/Emotional Training Elementary 22-23
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$50,000.00	Professional Development for Social Emotional Training Middle School 22-23
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$50,000.00	Professional Development for Social Emotional Trainig High School 22-23
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$100,000.00	Professional Development for Diversity Equity & Inclusion Practices - All Levels 22-23
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	Professional Development for Administrator Coaching 22-23

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Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$100,000.00	Professional Development for Diversity Equity & Inclusion Practices - All Levels 23-24
2600 - Operation and Maintenance	600 - Supplies	\$13,096.92	Custodial Supplies for COVID-19 Mitagation Efforts 22-23
2600 - Operation and Maintenance	700 - Property	\$24,995.00	Restroom Cleaning Machine for COVID-19 Mltagation Efforts 22-23
		\$2,953,543.70	

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**Section: Budget - Budget Summary
BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$66,336.00	\$15,251.73	\$0.00	\$0.00	\$1,000.00	\$2,137,691.30	\$731,194.89	\$2,951,473.92
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$228,710.53	\$228,493.11	\$639.62	\$0.00	\$2,226.92	\$24,628.27	\$0.00	\$484,698.45
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	\$214,603.00	\$51,307.09	\$0.00	\$0.00	\$42,037.55	\$553.29	\$0.00	\$308,500.93
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$543,658.74	\$250,766.86	\$904,728.00	\$0.00	\$0.00	\$26,426.42	\$0.00	\$1,725,580.02
2200 Staff Support Services	\$46,135.50	\$12,831.13	\$454,050.00	\$0.00	\$0.00	\$31,410.00	\$0.00	\$544,426.63

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$249,135.40	\$106,988.12	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$356,123.52
2400 Health Support Services	\$31,216.50	\$7,292.98	\$0.00	\$0.00	\$0.00	\$345.44	\$0.00	\$38,854.92
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	\$15,000.00	\$0.00	\$0.00	\$23,429.54	\$24,995.00	\$63,424.54
2700 Student Transportation	\$0.00	\$0.00	\$10,834.00	\$0.00	\$40,248.00	\$0.00	\$0.00	\$51,082.00
2800 Central Support Services	\$0.00	\$5,820.00	\$114,000.00	\$0.00	\$0.00	\$1,946.00	\$0.00	\$121,766.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$24,000.00	\$5,752.08	\$0.00	\$0.00	\$17,433.99	\$5,100.00	\$0.00	\$52,286.07
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,403,795.67	\$684,503.10	\$1,499,251.62	\$0.00	\$102,946.46	\$2,251,530.26	\$756,189.89	\$6,698,217.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

Project #: 223-21-0249
Agency: Middletown Area SD
AUN: 115226003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	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
							Final	\$6,698,217.00