

# ARP-ESSR Funding Plan

## Morris Central School

### Introduction

The 2021-22 enacted state budget includes language requiring local education agencies, such as school districts, that receive funding from the Federal Elementary and Secondary School Emergency Relief Fund allocated by the American Rescue Plan Act of 2021 (ARP-ESSER) to post on its website a plan by school year of how these funds will be spent.

New York has been allocated nearly \$9 billion in ARP-ESSER funds, with a minimum of \$8.09 billion (90 percent) going to local education agencies, including public schools. Morris Central School has been allocated \$1,186,665.

Of this total, a minimum of \$100,002 needs to be allocated to support summer programming, \$100,002 needs to be allocated to support extended day programs and another \$97,333 needs to be earmarked for additional supports to address learning loss.

Districts are also required to prioritize spending on **non-recurring** expenses in the following areas:

- Safely returning students to in-person instruction;
- Maximizing in-person instruction time;
- Operating schools and meeting the needs of students;
- Purchasing educational technology;
- Addressing the impacts of the COVID-19 pandemic on students, including the impacts of interrupted instruction and learning loss and the impacts on low-income students, children with disabilities, English language learners, and students experiencing homelessness;
- Implementing evidence-based strategies to meet students' social, emotional, mental health, and academic needs;
- Offering evidence-based summer, afterschool, and other extended learning and enrichment programs; and
- Supporting early childhood education.

In addition, districts must identify programs and services that will continue beyond the availability of these federal funds and how local funds will be used moving forward in order to minimize disruption to core academic and other school programs.

Before posting this plan, districts are required to seek public comment from parents, teachers and other stakeholders and take such comments into account in the development of the plan.

Since the awarding of these funds, Morris Central School worked diligently with various stakeholders to develop a plan that will benefit the students of the district to the greatest possible degree. The administration had several meetings and discussions with the faculty/staff of the district. A survey was

provided for all students in grades 5<sup>th</sup> through 12<sup>th</sup> to complete on how they felt the grant could be best spent and the administration also met with a student group to discuss their thoughts. Another survey was also distributed to parents/guardians/taxpayers to obtain their input. Discussions about the possible use of the funds were also held in public at various Board of Education meetings.

If people have questions about the plan and any aspect of it, they should contact Dr. Shannon Babbie at 263-6102.

## Safely returning students to in-person instruction

**Plan Summary:** The District will be hiring a part-time maintenance worker to assist with the daily cleaning and disinfection of the school to help decrease the spread of a virus and to help keep students in in-person learning. The intent is to provide the extra support over the next year or two until the extra support is no longer needed.

## Maximizing in-person instruction time

**Plan Summary:** The District will be hiring a part-time maintenance worker to help maximize in-person learning. Money will also be spent to provide professional development for the faculty/staff to help them maximize the time that they are with students. Stimulus funds will also be used for staff to access the Teacher Pay Teacher website to assist with curricular materials.

Other grants will be used to continue the professional development for faculty/staff after stimulus funding ends. The Teacher Pay Teacher access will be for only one year.

## Operating schools and meeting the needs of students

**Plan Summary:** The District anticipates that it will still have certain students who cannot return for in-person learning and will learn remotely 100% of the time. The plan includes money for these students to participate in a BOCES virtual educational program. If this is still required/needed in the future, the District will maximize its BOCES aid to continue providing the virtual classroom option.

## Purchase of educational technology

**Plan Summary:** The plan includes funds to help replace student Chromebooks, money to assist in the purchasing of other technology and also money to assist in the repair of damaged student personal devices. Over the course of the stimulus funding, the district will be able to return to a normal rotation of technology purchasing and will include this in our general budget. If more technology is required, the District still has a portion of its SMART Bond allocation available.

Addressing the impact of the COVID-19 pandemic on all students, including low-income students, students with disabilities, English language learners, and students experiencing homelessness.

**Plan Summary:** The District Plan includes several opportunities for all students, especially students listed above in relation to the impact of COVID-19 and the learning loss of students. The District will be providing an RTI/enrichment summer program for primary school students, an afterschool and summer CROP program for students in PK-8, and an afterschool tutoring and homework assistance program.

The District will also use stimulus funding to provide busing for the summer programs for those students whose parents cannot provide transportation. Money is also included to provide students, especially low-income students, with paid summer or afterschool positions.

Stimulus funds will also be used to provide materials/supplies for a self-contained class for students with disabilities to help learn important life skills. Money will be added to the general budget in the future to help continue this important program.

Implementing evidence-based strategies to meet students' social, emotional, mental health and academic needs.

**Plan Summary:** Besides the programs listed above, stimulus funds will also be used to hire a literacy teacher to assist student needs at the elementary level. The goal is that through the addition of a literacy teacher during the school year and the extra support during the summer for students with a learning loss due to the pandemic, that these students will catch up with their peers and that these programs will be able to be phased out over time. Additional mental health support will also be provided during the summer and hopefully will be sustained through the use of Title IV funding.

Offering evidence-based summer, afterschool, and other extended learning and enrichment programs.

**Plan Summary:** Stimulus funds will be used to provide an afterschool and summer CROP Program, an RTI/enrichment program during the summer, afterschool academic support for high school students, and several enrichment activities during the summer and school year (Golf, Outdoor Club, TUCCR program, SAT prep, Summer Greenhouse Project, swimming lessons, field trips, after school enrichment activities).

The goal is that these programs will be able to continue after stimulus funding ends through the use of other grants and also be included in the general budget.

### Supporting early childhood education.

**Plan Summary:** Stimulus funds will be used to provide a CROP program for our students in PK. The district along with a consortium of three other schools will apply for the CROP grant once our initial grants ends. In the new grant application, students in PK will be included so that they will be able to participate in the regular CROP program.

### Other areas of student performance and need.

**Plan Summary:**

DRAFT

**ARP-ESSER Application: State Reserves - ARP State Reserves****Introduction/Instructions - Background Information**

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**Background Information**

MORRIS CSD - 471201040000

**Summary and Background Information**

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 federal ARP statute requires that States reserve ARP ESSER funds for three State-level reservations for evidence-based activities and interventions that respond to students' social, emotional, mental health, and academic needs and address the disproportionate impact of COVID-19 on students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Not less than 5 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, activities to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based summer enrichment programs.

Not less than 1 percent of the State's grant must be reserved to carry out, directly or through subgrants or contracts, the implementation of evidence-based comprehensive after-school programs.

The 2021-2022 enacted New York State budget fully allocated the required SEA reserves as subgrants to 398 LEAs and NYSED has made allocations to two additional LEAs. Specific LEA allocations are detailed in Columns D, E, and F in the **ARP ESSER Allocations Chart** (see also in the Document Library). Please note that these funds are in addition to the *90% LEA ARP-ESSER ALLOCATION* listed in Column C of that workbook and must be budgeted for separately.

As indicated in NYSED's approved **ARP ESSER State Plan**, NYSED has included within this application a list of evidence-based interventions related to each state reserve. LEAs will be required to utilize state reserve funds to implement evidence-based interventions either chosen from the NYSED-selected list or from another reputable source (such as, but not limited to, the What Works Clearinghouse).

**RESOURCES RELATED TO EVIDENCE-BASED REQUIREMENTS.**

LEAs must select and implement evidence-based activities and interventions either chosen from the NYSED-provided list (embedded within each section of the application) or from another reputable source. Selected interventions must fall into one of the four tiers of evidence defined in the Every Student Succeeds Act (ESSA). Specifically, evidence tiers are defined as:

**Tier 1 - Strong Evidence:** Supported by strong evidence from at least one well designed, well implemented experimental study (randomized-control groups).

Studies show that this strategy improves a relevant student outcome (e.g. reading scores, attendance rates). In these studies, students have been randomly assigned to treatment groups or control groups, so that researchers can speak with confidence that those who participate in the intervention strategy outperform those who do not. These studies meet the What Works Clearinghouse evidence standards without reservations. The studies use large, multi-site samples.

**Tier 2 - Moderate Evidence:** Supported by at least one well-designed and well-implemented quasi-experimental study (matched groups, interrupted time series, et al.) Studies have found that the strategy improves a relevant student outcome (e.g. reading scores, attendance rates). Students in these studies have not been randomly assigned, but researchers have used statistical matching methods that allow them to speak with confidence that the strategy results in an improved outcome. These studies meet the What Works Clearinghouse evidence standards with reservations. The studies use large, multi-site samples. No

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other studies show that this strategy negatively impacts an outcome.

**Tier 3 - Promising Evidence:** Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. is evidence that this strategy improves a student outcome (reading scores, attendance rates), but that research may consist of correlational studies -- studies can show a relationship between the strategy and outcome but cannot show that the improved outcome was the result of the strategy. The studies supporting Tier 3 strategies do not have to be based on large, multi-site samples. A strategy that would otherwise be considered Tier 1 or Tier 2, but it does not meet sample size requirements, is considered Tier 3. No other studies show that this strategy negatively impacts an outcome.

**Tier 4 - Demonstrates a Rationale:** High-quality research findings or positive evaluation suggests that this will likely improve student outcomes or other relevant outcomes; and there are ongoing efforts to examine the effects of such activity, strategy, or intervention. Based on existing research, the intervention cannot yet be defined as a Tier 1, Tier 2 or Tier 3. However, there is good reason to believe — based on existing research and data — that the intervention could improve relevant student outcomes.

Further information may be found in the **Federal Guidance on Evidence-Based Interventions**. There are a number of resources available that identify research supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align with the needs identified during the needs assessment process. Finally, additional technical assistance materials to support LEA planning and implementation of strategies and interventions are available on the Department's **ARP ESSER webpage** and in the Document Library.

**Project Period**

March 13, 2020 to September 30, 2024 to obligate funds. Funds must be fully liquidated and an FS-10F Final Expenditure Report submitted by October 31, 2024.

**Project Number**

The project number stems for the three state-reserve programs are:

Fund Code	Project
5884-21-XXXX	ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time
5883-21-XXXX	ARP-ESSER 1% State-Level Reserve - Comprehensive After School
5882-21-XXXX	ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment

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

**Submission Deadline**

Completed applications are due by **November 30, 2021** (with extensions by request) and will be reviewed on a rolling basis.

If an eligible school district does not intend to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to **November 5, 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 State Reserve allocation returned to the United States Department of Education.

**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Background Information

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**ARP-ESSER Application: State Reserves - ARP State Reserves**

Introduction/Instructions - Submission Instructions

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**Submission Instructions**

MORRIS CSD - 471201040000

**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 – State Reserves*

*New York State Education Department*

*89 Washington Avenue*

*Albany, NY 12234*

**Deadline for Submitting the Application:**

The ARP-ESSER Application – State Reserves is due by November 30, 2021.



## ARP-ESSER Application: State Reserves - ARP State Reserves

## Assurances - Assurances

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## ARP-ESSER State Reserve: Assurances

1. The LEA assures that ESSER funds are used for activities allowable under section 2001(e) of the ARP Act, 18003(d) of the CARES Act and 313(d) of the CRRSA Act.  
☒ [REDACTED]
2. The LEA assures that it will comply with all reporting requirements at such time and in such manner and containing such information as the Commissioner may reasonably require, including on matters such as but not limited to:
  1. data on each school's mode of instruction (remote, hybrid, in-person), including student attendance data (disaggregated by student subgroup) for each modality;
  2. 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;
  3. LEA uses of funds to sustain and support access to early childhood education programs;
  4. 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);
  5. student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  6. requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  7. additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.☒ [REDACTED]
3. The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. §76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including but not limited to funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).  
☒ [REDACTED]
4. The LEA assures that the LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.  
☒ [REDACTED]
5. The LEA assures that the LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.  
☒ [REDACTED]
6. The LEA assures that the LEA 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).  
☒ [REDACTED]

## ARP-ESSER Application: State Reserves - ARP State Reserves

## Assurances - Assurances

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7. The LEA assures that the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.
8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
9. The LEA assures that the LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 34.
10. The LEA assures that federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving as per Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.
11. The LEA assures that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.
12. The LEA assures that:
1. the LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
  2. control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
  3. the LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
  4. the LEA will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; and
  5. the LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.

## ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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13. The LEA assures that:
1. any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
  2. in the case of any project involving construction—(A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
  3. the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
  4. none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
15. The LEA assures that the LEA will engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the ARP-ESSER State Reserve use of funds. Specifically, an LEA will 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, students involved with the juvenile justice system, and other underserved students.
16. The LEA assures that its plan for ARP-ESSER State Reserve use of funds will be: in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - State Reserves Intent to Apply**

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**ARP-ESSER State Reserves: Intent to Apply**

If an eligible school district does not intent to apply for one or more of its ARP ESSER State Reserve allocations, please advise NYSED by emailing CARESAct@nysed.gov prior to November 5, 2021.

1. **Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**  
[REDACTED]
2. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**  
[REDACTED]
3. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**  
[REDACTED]
4. **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	[REDACTED]	[REDACTED]	[REDACTED]
LEA Board President	[REDACTED]	[REDACTED]	[REDACTED]

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation**

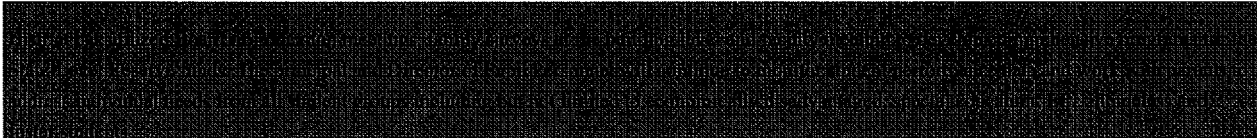
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**ARP-ESSER State Reserve: Consultation**

1. 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); 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, students involved with the juvenile justice system, and other underserved students.

In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.



2. In the space provided below, please provide the URL for the website(s) where the LEA Plan for using State-Level Reserve Funds 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.



3. In the space provided below, please describe how the LEA will support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that will support student success.



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**ARP-ESSER State Reserves - ARP-ESSER State Reserves: Comprehensive Needs Assessment**

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**ARP-ESSER State Reserve: Comprehensive Needs Assessment**

1. In the space provided below, please describe how the LEA will determine the social, emotional, mental health, and academic needs of students, 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.



## ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

## 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: Program Design

- \_\_\_\_\_

- | Planned Intervention(s)   | Investment (\$) | Grade Levels Served | Student Groups | Detailed Description of Planned Intervention  |
|---|-----------------|---------------------|----------------|---|
| <p>1. Student Support Services</p> <p>2. Social Skills Training</p> <p>3. Behavior Management</p> <p>4. Academic Intervention</p> <p>5. Parent Training</p> <p>6. Community Referral</p> <p>7. Crisis Intervention</p> <p>8. Individualized Education Program (IEP) Development</p> <p>9. Special Education Services</p> <p>10. Early Childhood Intervention</p> <p>11. Transition Services</p> <p>12. Vocational Training</p> <p>13. Life Skills Training</p> <p>14. Peer Support</p> <p>15. Self-Determination Training</p> <p>16. Assistive Technology</p> <p>17. Sensory Integration</p> <p>18. Occupational Therapy</p> <p>19. Speech Therapy</p> <p>20. Counseling</p> <p>21. Art Therapy</p> <p>22. Music Therapy</p> <p>23. Drama Therapy</p> <p>24. Gardening</p> <p>25. Animal Assisted Therapy</p> <p>26. Yoga</p> <p>27. Tai Chi</p> <p>28. Meditation</p> <p>29. Mindfulness</p> <p>30. Transcendental Meditation</p> <p>31. Vipassana</p> <p>32. Zen</p> <p>33. Tibetan Buddhism</p> <p>34. Theravada Buddhism</p> <p>35. Mahayana Buddhism</p> <p>36. Vajrayana Buddhism</p> <p>37. Hinduism</p> <p>38. Jainism</p> <p>39. Sikhism</p> <p>40. Islam</p> <p>41. Christianity</p> <p>42. Judaism</p> <p>43. Baha'i</p> <p>44. Unitarian Universalism</p> <p>45. Paganism</p> <p>46. Wicca</p> <p>47. Druidry</p> <p>48. Heathenry</p> <p>49. Paganism</p> <p>50. Wicca</p> <p>51. Druidry</p> <p>52. Heathenry</p> <p>53. Paganism</p> <p>54. Wicca</p> <p>55. Druidry</p> <p>56. Heathenry</p> <p>57. Paganism</p> <p>58. Wicca</p> <p>59. Druidry</p> <p>60. Heathenry</p> |                 |                     |                | <p>The following table provides a detailed description of the planned intervention for each of the 60 student groups listed in the table above. The table is organized into four columns: the first column lists the student group, the second column lists the planned intervention, the third column lists the investment in dollars, and the fourth column lists the grade levels served. The table is organized into four columns: the first column lists the student group, the second column lists the planned intervention, the third column lists the investment in dollars, and the fourth column lists the grade levels served.</p> |

## ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time

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[illegible]

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

LEAs are **REQUIRED** to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5884-21-XXXX.

**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.

4. Please complete the following to indicate the LEA's planned use of ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

	Amount
LEA Allocation	\$1,000,000
Anticipated Number of Students Served	
Anticipated Number of Schools Served	



**ARP-ESSER Application: State Reserves - ARP State Reserves**

**ARP-ESSER State Reserves - Addressing the Impact of Lost Instructional Time**

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5. Please upload a completed copy of the FS-10 budget document for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

The fund code for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time project is 5884-21-XXXX.



6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.



## ARP-ESSER Application: State Reserves - ARP State Reserves

## ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/24/2022

**1% State-Level Reserve - Comprehensive After School: Program Design**

High-quality afterschool programs should have the goal of providing students with important opportunities for academic support and access to enrichment opportunities that help develop social, emotional, and leadership skills. These benefits are particularly important to students from low-income backgrounds, students who are struggling, and students at risk for later academic disengagement. High-quality afterschool programs have demonstrated positive effects on student math and language arts achievement, and programs strongly rooted in the school context can also have a positive impact on school related student outcomes, including greater self-confidence, increased civic engagement, better school attendance, improved high school graduation, and decreased delinquency.

1. The interventions implemented through the 1% State-Level Reserve for comprehensive after school programming must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for comprehensive after school programming will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

2. In the chart below, please provide additional information about the planned evidence-interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Math Tutoring	10,000	4-5	<input checked="" type="checkbox"/> All students <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> English learners <input type="checkbox"/> Students with limited English proficiency <input type="checkbox"/> Students with chronic absenteeism <input type="checkbox"/> Students with behavior concerns <input type="checkbox"/> Students with mental health concerns <input type="checkbox"/> Students with physical health concerns <input type="checkbox"/> Students with social-emotional concerns <input type="checkbox"/> Students with learning disabilities <input type="checkbox"/> Students with gifted and talented	Math tutoring sessions will be held twice a week for 10 weeks. The sessions will focus on multiplication and division facts, as well as word problems. The sessions will be held in a small group setting with a teacher and a paraprofessional. The sessions will be held in the school building during the after-school hours.
Reading Tutoring	10,000	4-5	<input checked="" type="checkbox"/> All students <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> English learners <input type="checkbox"/> Students with limited English proficiency <input type="checkbox"/> Students with chronic absenteeism <input type="checkbox"/> Students with behavior concerns <input type="checkbox"/> Students with mental health concerns <input type="checkbox"/> Students with physical health concerns <input type="checkbox"/> Students with social-emotional concerns <input type="checkbox"/> Students with learning disabilities <input type="checkbox"/> Students with gifted and talented	Reading tutoring sessions will be held twice a week for 10 weeks. The sessions will focus on reading fluency and comprehension. The sessions will be held in a small group setting with a teacher and a paraprofessional. The sessions will be held in the school building during the after-school hours.
Math Tutoring	10,000	4-5	<input checked="" type="checkbox"/> All students <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> English learners <input type="checkbox"/> Students with limited English proficiency <input type="checkbox"/> Students with chronic absenteeism <input type="checkbox"/> Students with behavior concerns <input type="checkbox"/> Students with mental health concerns <input type="checkbox"/> Students with physical health concerns <input type="checkbox"/> Students with social-emotional concerns <input type="checkbox"/> Students with learning disabilities <input type="checkbox"/> Students with gifted and talented	Math tutoring sessions will be held twice a week for 10 weeks. The sessions will focus on multiplication and division facts, as well as word problems. The sessions will be held in a small group setting with a teacher and a paraprofessional. The sessions will be held in the school building during the after-school hours.
Reading Tutoring	10,000	4-5	<input checked="" type="checkbox"/> All students <input type="checkbox"/> Students with disabilities <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> English learners <input type="checkbox"/> Students with limited English proficiency <input type="checkbox"/> Students with chronic absenteeism <input type="checkbox"/> Students with behavior concerns <input type="checkbox"/> Students with mental health concerns <input type="checkbox"/> Students with physical health concerns <input type="checkbox"/> Students with social-emotional concerns <input type="checkbox"/> Students with learning disabilities <input type="checkbox"/> Students with gifted and talented	Reading tutoring sessions will be held twice a week for 10 weeks. The sessions will focus on reading fluency and comprehension. The sessions will be held in a small group setting with a teacher and a paraprofessional. The sessions will be held in the school building during the after-school hours.

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Comprehensive After School**

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected comprehensive after school programming/strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

**1% State-Level Reserve - Comprehensive After School: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX.

**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.

4.

Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

	Amount
LEA Allocation	
Anticipated Number of Students Served	
Anticipated Number of Schools Served	

5. Please upload a completed and signed copy of the FS-10 Budget for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

The fund code for the 1% State-Level Reserve - Comprehensive After School project is 5883-21-XXXX.

6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

## ARP-ESSER State Reserves - Summer Learning and Enrichment

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Summer learning programs can offer another opportunity to accelerate learning, especially for those students most impacted by disruptions to learning during the school year. Schools and districts should design programs that work best in the local context and reflect the characteristics that evidence suggests lead to successful summer programs. These characteristics include: programs are voluntary, full-day lasting five to six weeks, include three hours of language arts and mathematics taught by a certified teacher each day, and include enrichment activities and experiences. Research points to the potentially positive benefits of strong summer programs. A longitudinal study of summer programs showed students who participated in the summer programs that were reviewed received some benefits in mathematics; however, students with high rates of attendance who attended programs for consecutive summers experienced the greatest learning gains. The amount and quality of instruction influenced the academic benefit, with the highest benefits to students attending programs with high-quality instruction provided by a certified teacher and high academic time on task.

1. The interventions implemented through the 1% State-Level Reserve for summer learning and enrichment must be evidence-based and may include innovative approaches to providing instruction to accelerate learning. In the space provided below, please describe how the LEA selected evidence-based interventions that will address identified student needs. Include details about how the planned use of state reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including other state reserve funds, interventions detailed in the LEA's ARP-ESSER Plan: Part 2, or other LEA initiatives, including those supported by CARES, CRRSA, Title I Part A, IDEA or other fund sources.

[illegible]

2. In the chart below, please provide additional information about the planned evidence-based interventions that have been selected to address the impacts of lost instructional time. For each row, please select a planned intervention from the drop-down menu or select "Other Evidence-Based Intervention" as needed. For each planned intervention, indicate the amount of ARP State-Reserve funding that will be invested, the grade levels to be served, targeted student groups to be served, and a detailed description of the specific activities that will be implemented. Please add rows as necessary to reflect the district's entire plan for the use of State-Reserve funds to address the impact of lost instructional time.

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
<p>1. Direct Instruction (DI) Program</p> <p>2. Reading Recovery Program</p> <p>3. Structured Literacy Program</p> <p>4. Orton-Gillingham Program</p> <p>5. Wilson Reading System</p> <p>6. Spelling Instruction</p> <p>7. Grammar Instruction</p> <p>8. Writing Instruction</p> <p>9. Phonics Instruction</p> <p>10. Vocabulary Instruction</p> <p>11. Comprehension Instruction</p> <p>12. Test Preparation</p>	\$100,000	Grades 1-5	<p>Students with reading difficulties</p> <p>Students with learning disabilities</p> <p>Students with attention deficit hyperactivity disorder</p> <p>Students with emotional and behavioral disorders</p> <p>Students with specific learning disabilities</p> <p>Students with reading disabilities</p> <p>Students with writing disabilities</p> <p>Students with spelling disabilities</p> <p>Students with grammar disabilities</p> <p>Students with vocabulary disabilities</p> <p>Students with comprehension disabilities</p> <p>Students with test-taking disabilities</p>	<p>The Direct Instruction (DI) Program is a highly structured, explicit, and systematic approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Reading Recovery is a one-on-one, intensive, and short-term intervention for students who are struggling with reading. It focuses on the development of reading fluency and comprehension skills.</p> <p>Structured Literacy is a systematic and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Orton-Gillingham is a multisensory, structured, and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>The Wilson Reading System is a multisensory, structured, and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Spelling Instruction is a systematic and explicit approach to teaching spelling. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Grammar Instruction is a systematic and explicit approach to teaching grammar. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Writing Instruction is a systematic and explicit approach to teaching writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Phonics Instruction is a systematic and explicit approach to teaching phonics. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Vocabulary Instruction is a systematic and explicit approach to teaching vocabulary. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Comprehension Instruction is a systematic and explicit approach to teaching comprehension. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Test Preparation is a systematic and explicit approach to teaching test-taking skills. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p>
<p>1. Reading Recovery Program</p> <p>2. Structured Literacy Program</p> <p>3. Orton-Gillingham Program</p> <p>4. Wilson Reading System</p> <p>5. Spelling Instruction</p> <p>6. Grammar Instruction</p> <p>7. Writing Instruction</p> <p>8. Phonics Instruction</p> <p>9. Vocabulary Instruction</p> <p>10. Comprehension Instruction</p> <p>11. Test Preparation</p>	\$50,000	Grades 1-5	<p>Students with reading difficulties</p> <p>Students with learning disabilities</p> <p>Students with attention deficit hyperactivity disorder</p> <p>Students with emotional and behavioral disorders</p> <p>Students with specific learning disabilities</p> <p>Students with reading disabilities</p> <p>Students with writing disabilities</p> <p>Students with spelling disabilities</p> <p>Students with grammar disabilities</p> <p>Students with vocabulary disabilities</p> <p>Students with comprehension disabilities</p> <p>Students with test-taking disabilities</p>	<p>The Reading Recovery Program is a one-on-one, intensive, and short-term intervention for students who are struggling with reading. It focuses on the development of reading fluency and comprehension skills.</p> <p>Structured Literacy is a systematic and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Orton-Gillingham is a multisensory, structured, and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>The Wilson Reading System is a multisensory, structured, and explicit approach to teaching reading and writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Spelling Instruction is a systematic and explicit approach to teaching spelling. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Grammar Instruction is a systematic and explicit approach to teaching grammar. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Writing Instruction is a systematic and explicit approach to teaching writing. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Phonics Instruction is a systematic and explicit approach to teaching phonics. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Vocabulary Instruction is a systematic and explicit approach to teaching vocabulary. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Comprehension Instruction is a systematic and explicit approach to teaching comprehension. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p> <p>Test Preparation is a systematic and explicit approach to teaching test-taking skills. It focuses on the mastery of basic skills and concepts, and is designed to be used by all teachers in the classroom.</p>

**ARP-ESSER Application: State Reserves - ARP State Reserves****ARP-ESSER State Reserves - Summer Learning and Enrichment**

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Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		✓	■	
		✓	■	
		✓	■	
		✓	■	
			■	
			■	
			■	

3. In the space provided below, please describe how the LEA will monitor and evaluate the effectiveness of selected summer learning and enrichment strategies to ensure that the interventions implemented respond to students' social, emotional, mental health, and academic needs. Provide details about how changes to the program plan (such as changes in identified areas of need or supports provided to students) will be communicated to stakeholders.

**1% State-Level Reserve - Summer Learning and Enrichment: Fiscal Information**

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to:

Office of ESSA-Funded Programs – Rm 320 EB

RE: ARP-ESSER Application - State Reserves

New York State Education Department

89 Washington Avenue

Albany, NY 12234

Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5882-21-XXXX.

**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.

4. Please complete the following to indicate the LEA's planned use of the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

	Amount
LEA Allocation	00.0000
Anticipated Number of Students Served	
Anticipated Number of Schools Served	

**ARP-ESSER Application: State Reserves - ARP State Reserves**

**ARP-ESSER State Reserves - Summer Learning and Enrichment**

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5. Please upload a completed and signed copy of the FS-10 Budget the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.  
The fund code for the 1% State-Level Reserve - Summer Learning and Enrichment project is 5882-21-XXXX.



6. Please upload a completed copy of the Budget Narrative for the ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.



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

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Page Last Modified: 08/26/2021

**Summary & Background**

MORRIS CSD

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**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**

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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

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**Submission Instructions**

MORRIS CSD

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**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

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

MORRIS CSD

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

**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?

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

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

MORRIS CSD

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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.

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.**



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

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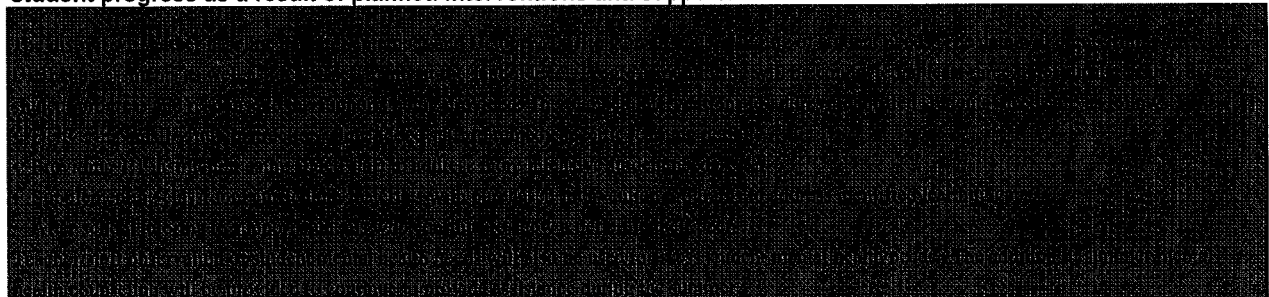
2. In the space provided below, please provide the URL for the website(s) where the LEA ARP-ESSER Plan is/will be publicly posted. For an LEA that does not have a website, the LEA may identify an online platform (e.g. social media group or post, file sharing service, email listserv) that allows plans 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.

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

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.



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.



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.



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.



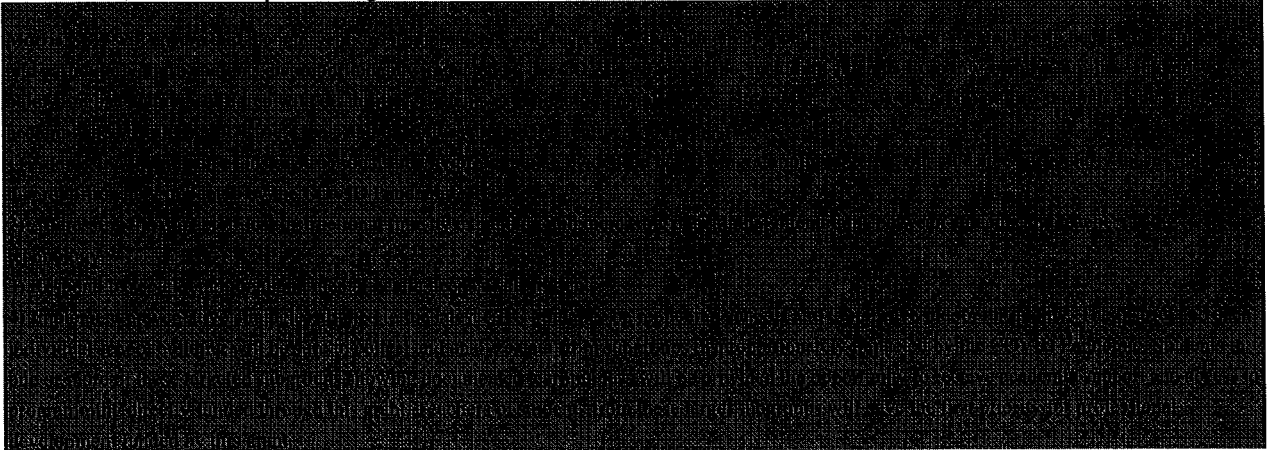
**ARP-ESSER Application: Part 2 - ARP Act**

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

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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.



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

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

MORRIS CSD

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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.



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

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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.**



**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Funding Distribution**

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

MORRIS CSD

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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 (\$)	
Total Number of K-12 Resident Students Enrolled (#)	
Total Number of Students from Low-Income Families (#)	

**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	
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	



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

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

Page Last Modified: 02/28/2022

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

MORRIS CSD

471201040000

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 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.).	
2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).	
3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).	
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.).	
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.).	
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.	
7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.	
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.	
9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.	
10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.	
11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.	
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.	
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.	
14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.	
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 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	

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

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

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	FUNDING Amounts (\$)
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.	
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.	
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.	
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.	
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.	
<b>Totals:</b>	<b>487,338</b>

**ARP-ESSER Application: Part 2 - ARP Act****LEA ARP-ESSER Plan - ARP-ESSER Allocation - Budget**

Page Last Modified: 02/28/2022

**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.

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



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



3. 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	
16 - Support Staff Salaries	
40 - Purchased Services	
45 - Supplies and Materials	
46 - Travel Expenses	
80 - Employee Benefits	
90 - Indirect Cost	
49 - BOCES Services	
30 - Minor Remodeling	
20 - Equipment	
<b>Totals:</b>	<b>487,338</b>

