

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

Background Information

MORRISVILLE-EATON CSD - 250401040000

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 other studies show that this strategy negatively impacts an outcome.

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Tier 3 - Promising Evidence: Supported by at least one well designed, well implemented correlational study with statistical controls for selection bias. There 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 that 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 - Submission Instructions

Submission Instructions

MORRISVILLE-EATON CSD - 250401040000

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

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.
 YES, the LEA provides the above assurance.

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. YES, the LEA provides the above assurance.

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).
 YES, the LEA provides the above assurance.

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.
 YES, the LEA provides the above assurance.

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.
 YES, the LEA provides the above assurance.

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).
 YES, the LEA provides the above assurance.

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.
 YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

8. The LEA assures that the LEA is using ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

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.
- YES, the LEA provides the above assurance.
14. The LEA assures that the LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.
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.
- YES, the LEA provides the above assurance.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - State Reserves Intent to Apply

ARP-ESSER State Reserves: Intent to Apply

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.

- 1. **Does the LEA intend to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding?**

YES, the LEA intends to apply for ARP-ESSER 5% State-Level Reserve - Addressing the Impact of Lost Instructional Time funding.

- 2. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Summer Learning and Enrichment funding.

- 3. **Does the LEA intend to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding?**

YES, the LEA intends to apply for ARP-ESSER 1% State-Level Reserve - Comprehensive After School funding.

- 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	Matthew Enigk	menigk@m-ecs.org	12/28/2021
LEA Board President	Murry Ames	mames@m-ecs.org	12/21/2021

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

ARP-ESSER State Reserve: Consultation

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: 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.

The Morrisville-Eaton Central School District has offered in-person instruction to all students, five days per week, since September 2020. In August 2020, the District developed a Return to School Reopening Plan following a series of public meetings and Town Hall Sessions.

May 12, 2020 – A Virtual Parent Night was held to present the various remote learning platforms throughout the district, address how we would support students with IEPs, and providing telehealth/mental health supports.

July 13, 2020 School Messenger – Email, Phone, Text, and Thought Exchange Thought Exchange for Faculty & Staff on “What are some important things to consider as we develop a return to school strategy for staff?”

July 14, 2020 School Messenger – Email, Phone, Text, and Thought Exchange Thought Exchange for Parents & Guardians on “As we prepare for a variety of possible learning formats for the 20-21 school year including in-person, remote, or a combination of the two, what should the district District Reopening Plan Morrisville-Eaton Central School District 7 consider to make it the best experience possible for students and parents (under the circumstances)?”

July 17, 2020 School Messenger – Email, Phone, and Text District website A letter identifying some of the work the district was planning to complete over the following two weeks of delivery; Letter RE Reopening Planning July 17 2020.pdf.

July 17, 2020 School Messenger – Email, Phone, and Text District website A Microsoft Forms Survey was delivered to families, community members, and faculty and staff regarding reopening.

July 22, 2020 Virtual Meeting via Microsoft Teams Reopening Morrisville-Eaton Central Schools: Parent & Community Group. This group consisted of parents, community members, district administrator(s), and representatives from the Madison County Health Department to discuss reopening options and gather input into the possible reopening options.

July 29, 2020 Virtual Meeting via Microsoft Teams Reopening Morrisville-Eaton Central Schools: Reopening Steering Committee. This group consisted of parents, community members, district administrator(s), and the district’s Strategic Planning and Professional Development Committees. The purpose of this meeting was to discuss reopening options and gather input into the draft reopening plan.

January 28, 2021 Virtual Meeting via Microsoft Teams to discuss the return to interscholastic athletics and collect input from community stakeholders.

April 28, 2021 School Messenger – Email, Phone, and Text District website A message was sent to families detailing noted changes in the Draft Reopening Plan and inviting community members to a detailed review of those changes where stakeholder input could be provided. Specifically noted in the message included the conditions with reduced social distancing, the District’s definition of cohort, and the discontinuation of required face shield usage.

May 3, 2021 Virtual Meeting via Microsoft Teams Continuation of the Reopening of Morrisville-Eaton Central Schools. This group consisted of parents, community members, and district administrators. The purpose of this meeting was to discuss the District’s Reopening Plan and the implementation of the latest State guidance. The District sought input from stakeholders in the revised DRAFT of its Reopening plan.

May 3, 2021 Virtual Meeting via Microsoft Teams Question and Answer session regarding the District’s role in the facilitation of youth sports during the Pandemic.

May 3, 2021 – Thought Exchange with the school community: “What should the District consider with respect to modifications of its reopening plan?”

June 5, 2021 – June 6, 2021 Thought Exchange for the school community: “How should the District respond IF New York State ends the mask mandate in schools?”

August 9, 2021 – September 7, 2021 Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?”

August 11, 2021 Virtual Parent Night to present the starting point for the 21-22 Reopening Plan. Opportunity for sharing suggestions was made available to participants.

August 11, 2021 – September 7, 2021 Parent/Community Thought Exchange: “What are important factors the District should consider as it finalizes plans to reopen school in the Fall of 2021?”

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - ARP-ESSER State Reserves: Consultation

August 12, 2021 Thought Exchange to collect input from school community stakeholders related to the appropriation of new federal funds. Specifically, the community was asked: "What should the district consider as it prepares the allocation of federal funds to support learning loss and social emotional supports for students?" and encouraged to provide responses through September 7, 2021. In addition to these community events, recommendations are regularly presented to the school board for consideration, discussion and approval. Specifically, in June, July, and August 2021, suggestions of possible uses for ARP were presented to the Board and discussed. When the District learned of the opportunities available through ARP funding, public input was secured through the highlighted elements above, while the Board remained informed on recommendations.

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.

<https://www.m-ecs.org/page/business-office>

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.**

The Morrisville-Eaton Central School district supported and continues to support ongoing engagement with parents and families, including engagement related to identified student needs, areas of student gains, and available assistance to families that support student success. The district does this through virtual parent nights, virtual and in-person parent-teacher conferences, virtual open houses and back-to-school nights to give parents an opportunity to transition their children back to in-person learning. Presentations to the parent/teacher organization, Board of Education, and other community groups. Responding to e-mail and telephone inquiries. Subscribing to Care Solace (caresolace.org) which helps to lift the burden of mental health care and coordination to outside mental health supports. Partnering with the Madison County School Services Department to connect students and families to services to engage them, keep them in school, and improve attendance. The district also sends out monthly newsletters, parent letters, and additional updates through the website and social media accounts.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.**

The Morrisville-Eaton Central School district 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 language learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. The District will be establishing a Diversity, Equity, and Inclusion Committee together to support the social, emotional, mental health, and academic needs. The District is partnering with Progressive Partners to provide professional development to faculty and staff related to DEI. The District has partnered with OCM BOCES to support faculty and staff with working with English language learners. The District will also be embarking on conducting a blue print for strategic planning in the Spring of 2022 to review and revise the district's mission, vision, goals, and core values of all stakeholders. The District also partners with the Madison County School Services Program to identify and provide supports and services to at-risk students. The District also administers benchmark assessments in Kindergarten through Grade 12 to identify academic areas of need. From the benchmark assessments, students are provided with additional academic supports focused on skill weaknesses.

Diversity, Equity, and Inclusion:

Presentation by Dr. Robinson on Diversity, Equity, and Inclusion.

Social-Emotional Well-Being:

Care Solace

Partnering with the Kelberman Center (UCP) for behavioral intervention supports and guidance.

Positivity Project at the Middle/High School and Character Counts at the Elementary School. Capturing Kids' Hearts PK-12.

We utilize the supports of the school psychologist, behavior specialist, social workers, and school counselors.

Academic Needs:

Professional Learning Communities focused on the whole child (ELA, Math, Science, Social Studies, Social Emotional/Character Education)

Administer benchmark testing for ELA and mathematics.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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

1. The interventions implemented through the 5% State-Level Reserve to address the impacts of lost instructional time 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 addressing the impacts of lost instructional time 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.

The Morrisville-Eaton Central School District selected evidenced-based interventions that will address identified student needs through meetings of each school building's leadership team. The leadership teams reviewed guidance from NYSED and the USDOE regarding evidence-based interventions. The interventions are focused on supporting students to lessen the impacts of lost instruction time due to the COVID-19 closure in March 2020 through June 2020 and again the impacts of virtual instruction and intermitten closures during the 2020-2021 school year.

Edward R. Andrews Elementary School - At Edward R. Andrews Elementary School, the LEA will utilize norm-referenced data from AIMSweb Plus to identify needs and monitor student progress. *The data that will be used to identify student needs are the oral reading fluency (ORF), word reading fluency (WRF) and reading comprehension measures. In addition, teacher observation and feedback will be used to supplement AIMS data along with social worker input and RtI/MTSS Instructional Support Team meetings. Students not meeting grade-level expectations will receive interventions. The planned interventions include a combination of push-in and pull-out services. During core instruction, teaching assistants will work in the classrooms with students individually and in small groups on differentiated tasks at their current instructional level. During intervention blocks, AIS teachers and AIS teaching assistants will also utilize "pull-out" supports by working individually and in small-groups with selected students using targeted interventions and/or remedial activities. Interventions include Leveled Literacy Intervention (LLI) and Wilson Reading. For students needing the Tier 3 level of support, Academic Intervention Services teachers will work with students using these same interventions and other instructional resources. AIS teachers may also push-in to classrooms along with the teaching assistants to provide literacy support and model instruction. Students identified in AIMSweb Plus will be progress monitored weekly using the ORF measure and adjustments made as needed until the next AIMSweb administration.*

The 5% State-Level Reserve funds will be used to hire additional teachers' aides. In grades K-2 these teachers' aides will allow our classroom teachers and special education teachers to more effectively differentiate literacy instruction in grades K-2 for our students from low-income families, English language learners, students of color, and students with disabilities. Also in grades K-2 these teachers' aides will collaborate with our elementary teachers, school guidance counselor, behavior specialist, and school social workers to implement personalized support designed to meet the social-emotion needs of students from low-income families, English language learners, students of color, and students with learning disabilities.

Morrisville-Eaton Middle/High School - The planned interventions and supports that will be used to address the identified academic learning needs at the middle/high school is to retain a teaching aide position. The teacher's aide will collaborate with the classroom teacher to provide educational support to the diverse academic needs of the students. This classroom support will enable teachers to enhance the differentiation of instruction to target specific learning gaps. It will also allow for a more intensive AIS (Academic Intervention Service) class that modifies/tailors instruction to individual students' needs in the classroom. The teacher will provide standards-based benchmarking to acquire the necessary data to determine the appropriate interventions to meet academic needs.

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
Other Evidence-	127,409	<input checked="" type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities	Students not meeting grade-level expectations will receive academic interventions. The planned

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Based Intervention (Tier I, II, III, or IV)		<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	interventions include a combination of push-in and pull-out services. During core instruction, teaching assistants will work in the classrooms with students individually and in small groups on differentiated tasks at their current instructional level. During intervention blocks, teaching assistants will also utilize "pull-out" supports by working individually and in small-groups with selected students using targeted interventions and/or remedial activities. Interventions include Leveled Literacy Intervention (LLI) and other science of reading related interventions. For students needing the Tier 3 level of support, Academic Intervention Services teachers will work with students using these same interventions and other instructional resources. AIS teachers may also push-in to classrooms along with the teaching assistants to provide literacy support and model instruction. AIS teachers will also have stand alone classes in the MECS school to provide academic support.
Integrated Social Emotional Learning	30,000	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The district will utilize the supports and services of behavior specialist and/or behavior analyst to push into classrooms to provide teachers with feedback and support with integrating social-emotional learning opportunities into daily morning meetings.
Integrated Social Emotional Learning	567,938	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The middle/high school counselor provides intensive social and emotional support for specific student(s). She periodically pushes into the classroom and collaborates with teachers to integrate social-emotional strategies into lessons to support the student(s). She is also available throughout the day to provide individual counseling when necessary. The counselor communicates frequently (3-5 times a week) with the family to support a positive home/school relationship that encourages student achievement.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

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.

The Morrisville-Eaton Central School District will monitor and evaluate the effectiveness of selected strategies to ensure that the interventions implemented response to students' social, emotional, mental health, and academic needs. The district has established goals for all strategies. Data will be collected throughout the implementation periods to determine effectiveness. If a program is not meeting the needs, the strategies will be revised. When strategies are changed, the district will communicate the changes to stakeholders through posts on the district's website, monthly school newsletters, monthly/quarterly district newsletters, Board of Education meetings, and/or Parent/Teacher Organization meetings.

At Edward R. Andrews Elementary School, for academic interventions, students identified in AIMSweb Plus will be progress monitored using the ORF measure and adjustments made as needed until the next AIMSweb administration. To monitor the effectiveness of interventions to respond to students' social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, social workers and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and nurses and social workers are in regular contact with students' families including follow-up after RtI meetings or new strategy implementations.

The Morrisville-Eaton Middle/High School will utilize Schooltool, the district's student data platform, to monitor data points to identify student needs and monitor student progress. Administrators and counselors will track students' quarterly grades, attendance, and state assessment data via Schooltool. Bi-weekly Schooltool grades of all middle/high school students are reviewed as part of the academic eligibility process. Identified students will be recommended for support, including AIS, and progress monitoring will be ongoing. Additionally, teachers can refer students to our Student Support Team who are in need of support based on class progress and student observation. To monitor the effectiveness of interventions to respond to students' social, emotional, and mental health needs, there are weekly meetings with building administration, school social workers, and nurses to discuss students and their progress/needs. Additionally, counselors, social workers, and nurses keep logs of student visits and interactions. Parents are notified by school staff of changes to academic intervention services and counselors, nurses, and social workers are in regular contact with students' families including follow-up after RtI meetings or new strategy implementations.

5% State-Level Reserve - Addressing the Impact of Lost Instructional Time: 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: 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	725347
Anticipated Number of Students Served	616
Anticipated Number of Schools Served	2

ARP-ESSER Application: State Reserves - ARP State Reserves

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

- 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.**

FS10 - ARP-ESSER 5 State-Level Reserve Lost Instructional Time.pdf

FS10 - ARP-ESSER 5 -State-Level Reserves Addressing the Impact of Lost Instructional Time 12.28.21.pdf

- 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.**

Budget Narrative ARP-ESSER 5 -State-Level Reserves Addressing the Impact of Lost Instructional Time 12.28.21.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

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.

- 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.**

Edward R. Andrews Elementary School After School Tutoring: At Edward R. Andrews Elementary School, the after-school tutoring program is designed to mitigate the effects of lost instructional time due to COVID isolation or quarantine. As there is minimal time during the regular academic day for students to connect live with teachers while they are isolated or quarantined, the after-school program provides the opportunity for students to interact virtually, in real-time, with a certified elementary teacher in order to stay on pace and current with the instruction that their peers are receiving in school. The hope is that this will reduce or eliminate any instructional gaps from being excluded from school due to COVID. This program will be coordinated with and aligned to other initiatives in the following ways. First, should a student returning from quarantine/isolation not be on pace with their peers who were not excluded, the opportunity for tutoring will be extended to them beyond their return to school date. Second, should a student receiving Academic Intervention Services through Title I, Part A continue to lag behind the expected progress in literacy, after-school tutoring in the area of ELA can also be offered in the area of deficit.

Morrisville-Eaton Middle/Senior High School After School Tutoring: The Morrisville-Eaton Middle/Senior High School offers an activity period four days a week from 2:20pm - 4:50pm where students can receive after school tutoring from teachers and support staff. This program is designed to support students that may have been negatively impacted by quarantine and isolation orders due to COVID-19. Interventions for individually identified students are arranged with students by teachers and counselors based on monthly grade-level team meetings. NYS certified teachers will facilitate the after-school program to provide academic support in hopes to close any learning gaps due to the pandemic. Our teachers, school counselors and social worker calls each family when a student is placed into mandatory quarantine and discusses after-school tutoring and documents the conversation.

- 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
Tailored/Individualized Acceleration	7,999	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students	At Edward R. Andrews Elementary School, students can receive live, real-time, virtual tutoring while on isolation/quarantine from a certified elementary teacher in order to mitigate the effects of lost instructional time due to their exclusion from school. This tutoring will continued to be offered if students are still behind relative to their peers as a result of the in-person instruction missed, and/or if they are receiving AIS support in ELA and their exclusion from school has impacted their academic progress.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> None of the Above	
Tailored/Individualized Acceleration	137,075	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The middle/high school provides tutoring up to two hours either in-person or virtually via Microsoft Teams. NYS certified teachers provide instructional support Monday-Thursday from 2:20pm - 4:50pm. The tutor collaborates with the classroom teachers in order to effectively meet the needs of specific students. The weekly communication between the teacher, tutor, student(s), and families is essential to support academic progress.

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.

Edward R. Andrews Elementary School: To monitor the effectiveness of after-school tutoring, Edward R. Andrews Elementary School will utilize teacher observation and feedback will be used. Any changes or continuation of tutoring will be communicated to students and their families. After school programming is not being utilized at this time to respond to students' social, emotional, or mental health needs outside of the fact that connecting live with school teacher allows the students to continue to feel a connection to school and cared about while excluded from school.

Morrisville-Eaton Middle/High School After School Tutoring: To monitor the effectiveness of after-school tutoring, Morrisville-Eaton Middle/High School will utilize Schooltool and our bi-weekly review of all students grades via our academic eligibility process. Any changes or continuation of tutoring will be communicated to students and their families. Teachers who are offering the tutoring will be surveyed every 10 weeks for improvement strategies. Any improvement strategies that are implemented will be communicated to families via the school nurse when students are informed that they must quarantine. Social, emotional, and mental health will be monitored by our social worker when she checks in on students who are offered tutoring and documented in the social worker's log.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

	Amount
LEA Allocation	145074
Anticipated Number of Students Served	300
Anticipated Number of Schools Served	2

- 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.

FS10 - ARP-ESSER 1 State-Level Reserve Comprehensive After School.pdf

FS10 - ARP-ESSER 1 -State-Level Reserves Comprehensive After School 12.28.21.pdf

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

Budget Narrative- ARP-ESSER 1 -State-Level Reserves Comprehensive After School 12.28.21.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

1% State-Level Reserve - Summer Learning and Enrichment: Program Design

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.

- 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.**

Edward R. Andrews Elementary School: Edward R. Andrews Elementary School plans to offer a Summer LEAP program for students. The goal of this program is to provide an opportunity for Kindergarten through Grade 5 students the opportunity to continue their learning over the summer, and to recover skills lost during the previous school year. The program is a three week program that takes place four days a week from 8:30am to 11:30am. Instruction will focus on four core content areas: English Language Arts, Mathematics, science and social studies, and incorporate STEAM programming. Progress will be monitored by district administration during the summer months.

Middle/High Summer School: Morrisville-Eaton Middle/High School plans to participate in the MOBOCES Regional Summer School program. The goal of this program is to provide an opportunity for current 7th through 12th grade students to recover instruction lost during the previous school years. The program is a six-week program that takes place four days a week from 8:00 a.m. to 11:30 a.m. Instruction will focus on the four core content areas: English, Mathematics, Science, and Social Studies. Grades will be monitored by Morrisville-Eaton Middle/High School administration during the summer months.

- 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
Other Evidence-Based Intervention (Tier I, II, III, or IV)	86,577	<input type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	The elementary program is a three-week summer program that takes place four days a week from 8:30am to 11:30am. Instruction will focus on ELA, Math, science, social studies, and STEAM/STEM focused activities.
Other	58,497	<input type="checkbox"/> Primary	<input checked="" type="checkbox"/> All Students	The middle/high program is a six-week summer

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Evidence-Based Intervention (Tier I, II, III, or IV)		<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Students Experiencing Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	school program that takes place four days a week from 8:00 a.m. to 11:30 a.m. Instruction will focus on the four core content areas: English, Mathematics, Science, and Social Studies. Grades will be monitored by Morrisville-Eaton Middle/High School administration during the summer months.

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.

Edward R. Andrews Elementary School: Edward R. Andrews Elementary School plans to offer a Summer LEAP program for students. The goal of this program is to provide an opportunity for Kindergarten through Grade 5 students the opportunity to continue their learning over the summer, and to recover skills lost during the previous school year. The program is a three week program that takes place four days a week from 8:30am to 11:30am. Instruction will focus on four core content areas: English Language Arts, Mathematics, science and social studies, and incorporate STEAM programming. Progress will be monitored by district administration during the summer months.

7th to 12th Grade Summer School: To monitor the effectiveness of summer school learning, Morrisville-Eaton Middle/High School will utilize weekly progress reports that we receive from the summer school program and compare that data with each student's grades and comments from the previous academic year. Any changes to the summer school program will be communicated to students and their families via email or telephone. Teachers who are conducting summer school classes will be surveyed at the completion of the four weeks for improvement strategies. Any improvement strategies that are implemented will be communicated to families. Social, emotional, and mental health will also be monitored by our middle/high counselors when she receives updates from the summer school. Concerns will be addressed by the counselor during the summer months and communicated to the families.

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

	Amount
LEA Allocation	145074
Anticipated Number of Students Served	200
Anticipated Number of Schools Served	2

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.

FS10 - ARP-ESSER 1 State-Level Reserve Summer Learning and Enrichment.pdf
FS10 - ARP-ESSER 1 -State-Level Reserves Summer Learning and Enrichment 12.28.21.pdf

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

Budget Narrative - ARP-ESSER 1 -State-Level Reserves Summer Learning and Enrichment 12.28.21.pdf