

**BUDGET NARRATIVE**

<b>LEA: Jordan-Elbridge Central School District</b>	<b>FOR TITLE: ARP – ESSER 2 REVISED 1/6/22</b>
<b>BEDSCODE: 420501-06-0000</b>	

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**\*\* MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

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**If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.**

<b>CODE/ BUDGET CATEGORY</b>	<b>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</b>
<i>Code 15 Professional Salaries</i>	<p><i>Six academic intervention specialist teachers will be hired to close student learning gaps incurred as a result of school closures and COVID-19 pandemic influences. Each AIS teacher will work in conjunction with grade level teachers, subject-teachers, and special education teachers to identify, monitor, and adjust instruction &amp; learning to meet student needs. Student progress will be assessed through both formative and summative assessment tools.</i></p> <p><i>A multi-tiered systems of supports (MTSS) coordinator will work to manage the identification of student behavioral &amp; academic needs prior to referral to special education testing and determination. This individual will work with school counselors, subject/grade level teachers, special education teachers, speech/OT specialists, and the building principal to identify student needs, prescribe interventions, monitor such interventions, and recommend next steps for student learning and achievement.</i></p> <p><i>Professional development will be offered to 15 staff each year for 3 years with a \$960 stipend per person x 15 x 3 years (consisting of teachers, staff, and building administrators) in the area of Professional Learning Communities (PLC), International Baccalaureate (IB), and other specific areas, such as Teach Like a Champion instructional &amp; engagement strategies for use in the classroom and during behavioral/academic interventions.</i></p> <p><i>The district created a daily substitute teacher system in 2020-21 in which 10 daily substitute teachers reported daily for various assignments across the district (the district held in person learning the entire 20-21 school year). This facilitated last-minute coverage needs for teachers exposed to COVID-19, during testing, or during quarantine times as needed. These substitutes were vital to the ongoing functioning of the school so that students across the district could attend school every day without the need for short- or long-term duration closures.</i></p>

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	<p><i>Due to increased enrollment and 3 foot distancing requirements between students at desks, it is necessary for us to hire a fifth 2<sup>nd</sup> grade teacher to accommodate COVID guidelines.</i></p>
<p><b>Code 16</b> <i>Support Staff Salaries</i></p>	<p><i>The district is hiring an ELL home-school liaison for the '22-23 and '23-24 school years to assist with the growing needs of migrant/other ELL students and mitigate potential learning loss as a result of the COVID-19 pandemic. This individual will work with students both in the school building and make home visits to further connect ELL students and their families with the educational process back at school. The ELL liaison will be fluent in Spanish and be able to access other languages or work with interpreters as needed. Other duties of the ELL liaison will be to help new ELL students transition into the school on their first days in our community, work closely with the district ELL teacher, and meet with school counselors and building principals to further support ELL students.</i></p> <p><i>Homebound tutors will assist with students who are forced to quarantine and require remote instruction.</i></p> <p><i>Extracurricular activities are an important component of social-emotional learning. Individuals to lead lego/robotics instruction, karate and fitness, and a summer fitness development program will be needed in years '21-22, '22-23, and '23-24 for the ongoing SEL support.</i></p>
<p><b>Code 40</b> <i>Purchased Services</i></p>	<p><i>Students and staff in grades 4 &amp; 5 will participate in a series of social-emotional strength building exercises at Orenda Springs (<a href="http://www.orendasprings.com/">http://www.orendasprings.com/</a>) in Marcellus, NY during the 2022-23 and 23-24 school years. These experiences will foster a deeper understanding of self and others, working to offset losses experienced during the COVID-19 pandemic school closures.</i></p> <p><i>The district will partner with Colleen Smith, a local yoga instructor and social-emotional influencer, to provide ongoing (weekly) support sessions for teachers and staff in the 2022-23 and 23-24 school years. Sessions include yoga, healthy eating habits, staying active, dealing with stress, combating fatigue and losses during the COVID-19 pandemic &amp; school interruptions.</i></p>
<p><b>Code 45</b> <i>Supplies and Materials</i></p>	<p><i>Chromebooks for student use will be purchased so as to promote a 1:1 technology/student ratio that combats COVID transmission.</i></p> <p><i>PBIS supplies will be purchased to promote the ongoing social-emotional development of students at an elementary level and to help develop relationships between students and support staff/teachers. The purchase entails buying motivational signage, promotional student items (those which support and promote positive student behavior and peer interaction/interaction with adults),</i></p>

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	<p><i>and other supplies for running parent/teacher nights specific to our district PBIS programs. A breakdown of PBIS supplies is included in the FS-10 (attached at the bottom due to limitations of the FS-10 form). Motivational posters will be purchased and hung for instructional student use in classrooms, hallways, and common areas, such as bathrooms. Teachers will reinforce positive behavior lessons throughout the school years to make up for missed opportunities and development during in-person COVID-19 interruptions using these posters. Additionally, items such as drawstring knapsacks and t-shirts will cultivate a positive climate in the school buildings to help foster positive student interactions through responsibility and respect. Our work in PBIS will help teachers and students make and maintain positive relationships both inside and outside school. Students have access to this system of supports that can adjust and respond to individual needs. Meanwhile, teachers have access to support and resources to teach and intervene with behavioral instruction. Finally, our collective work will support families to use these positive behavior strategies at home.</i></p> <p><i>Karate supplies will be purchased to run an afterschool karate program. The purchase entails buying safety items for students, such as hand mitts, chest protectors, helmet mouthpieces, and groin cups, for example. The COVID-19 pandemic forced many students to miss opportunities for extracurricular &amp; athletic activities. This is an example of how we will bridge that gap in experiences for our students.</i></p> <p><i>The BIMAS II and Second Steps programs will help identify students needing additional intervention and supports, both instructionally as well as social-emotionally.</i></p> <p><i>An elementary phonics program will help promote improved reading and literacy instruction at the early grades.</i></p> <p><i>Additional desks, furniture, and musical instruments will help maintain social distancing while students are in school.</i></p> <p><b><i>Examples of Early Childhood Student Work Furniture &amp; Supplies</i></b></p> <ol style="list-style-type: none"> <li><i>1. 3-year old friendly student desks and chairs (sized appropriately);</i></li> <li><i>2. Individual carpet pads assigned to each student that can be machine washed;</i></li> <li><i>3. Additional sets of manipulatives (i.e. individual play dough containers) for fine motor conditioning;</i></li> <li><i>4. Additional toy items, such as multi-cultural dolls to reduce shared items during play (prevent transmission of COVID 19)</i></li> <li><i>5. Additional play sets (i.e. kitchen sets) to reduce shared items during play (prevent transmission of COVID 19).</i></li> </ol> <p><b><i>Examples Musical Instruments to be purchased</i></b></p>

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	<ol style="list-style-type: none"> <li>1. Yamaha YBB-105WC Series 3-Valve Tuba</li> <li>2. Yamaha YOB-241 Series Student Oboe</li> <li>3. Yamaha YCL-255 Standard Clarinet</li> <li>4. Kala Makala Soprano Ukulele</li> <li>5. Adams Concert Series Octave Synthetic Marimba Endurance Frame</li> <li>6. Ludwig Professional Series Polished Copper Timpani Set</li> </ol> <p>Air purifiers will be placed in every room and large space in each school building so as to mitigate the transmission of COVID and other airborne transmissible diseases.</p>
<p><b>Code 46</b> <i>Travel Expenses</i></p>	

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<b>Code 80</b> <i>Employee Benefits</i>	<i>Employee benefits have been calculated for the individuals described in Code 15 and Code 16 above.</i>
<b>Code 90</b> <i>Indirect Cost</i>	
<b>Code 49</b> <i>BOCES Services</i>	
<b>Code 30</b> <i>Minor Remodeling</i>	
<b>Code 20</b> <i>Equipment</i>	