

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

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Page Last Modified: 08/20/2021

**Summary & Background**

JORDAN-ELBRIDGE CSD 420501060000

**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. 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.

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Introduction/Instructions - Submission Instructions

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**Submission Instructions**

JORDAN-ELBRIDGE CSD 420501060000

**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*  
*89 Washington Avenue*                      *Albany, NY 12234.*      **Deadline for Submitting the Applications:**

*New York State Education Department*

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**

JORDAN-ELBRIDGE CSD 420501060000

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

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

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

|                       | Name            | Email Address        | Date of Final Review/ Approval |
|-----------------------|-----------------|----------------------|--------------------------------|
| LEA Business Official | R. J. Hartwell  | rjhartwell@jecsd.org | 8/20/2021                      |
| LEA Board President   | Karen Guerrette | kguerrette@jecsd.org | 8/20/2021                      |

**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?**

No, the LEA does not intend to use American Rescue Plan (ARP) Act - Elementary and Secondary School Emergency Relief (ESSER) funding for construction-related expenditures.

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

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

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

JORDAN-ELBRIDGE CSD 420501060000 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.**

An advisory committee made up of district staff, board of education members, faculty, administration, and community members (including parents and guardians) met a series of times to review the history and background of ARP funding, solicit ideas for spending, developed a plan to use the funds, and then presented said plan for review to the advisory committee and board of education for final plans in implementing the plan. Dates included May 24, June 1, June 3, and June 17, 2021 for advisory committee meetings.

- 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.**

<http://www.jecsd.org/districtpage.cfm?pageid=3314> <http://www.jecsd.org/districtpage.cfm?pageid=3310> [www.jecsd.org](http://www.jecsd.org)

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

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

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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- 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.**

Funds will be used to implement the prevention and mitigation strategies consistent with recent guidance from CDC, county and state department of health, as well as other local guidance from Upstate University Hospital in so that school is held in-person for all students in grades prekindergarten through 12th grade, 5 days a week. For example, air purifiers will be purchased so that there are one or two units in each classroom space, a unit in office and other general use spaces, and larger units for larger spaces, such as gymnasiums, auditoriums, and cafeterias so that a traditional style in-person environment can be maintained. Additional student desks and chrome book devices will be purchased to mitigate the transmission of COVID 19 and other airborne communicable diseases. The additional desks will allow students to be seated at least 3 feet apart. The chromebooks allow us to become 1:1 student to device so sharing of instructional materials no longer is necessary. Also, musical instruments will be purchased so there is no need for sharing materials. Academic intervention specialists and an additional classroom teacher are planned in the use of the ARP funds. The specialists will assist with a multi-tiered systems of supports model to identify student learning deficits and close learning gaps. Over the summer, our student enrollment has grown so that our 2nd grade cohorts can no longer fit inside the 4 given teacher assignments/classrooms. To ensure 3 feet of distance, an additional teacher will be hired over the next two years so that this distance accommodation can be met and reduce class sizes in this given grade level (and 3rd grade in '22-23 as the cohort advances over the coming years).

- 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.**

The LEA will use data from formative and summative assessments, both in the current school year '21-22 as well as in '20-21 (when we held school 5-days a week for students in Pre-K through 12th grade), to identify student needs and monitor student progress. Additionally, we are strengthening our Multi-Tiered Systems of Supports (MTSS) by hiring an MTSS coordinator to oversee all of the added Academic Intervention Specialist teachers who will use the purchased BIMAS II and Second Steps programs to further identify student need and plan appropriate interventions to close learning gaps. We will use Mastery Connect as a way to track student mastery, or progress toward mastery, on state learning standards. The MTSS staff will work closely with classroom teachers to monitor, manage, and adjust learning interventions as needed.

- 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.**

We have planned to use 20% of the federal funding to offset the academic losses as a result of lost instructional time during the COVID pandemic. We will be purchasing or investing in the following evidence-based interventions and programs:

- BIMAS II (<https://edumetris.com/bimas-2/>)
- According to the website above: "The **BIMAS-2** is a brief, repeatable multi-informant (teachers, parents, self) measure of behavior/social emotional learning skills that is useful for universal screening, progress monitoring, outcome assessment, and program evaluation. The BIMAS-2 operates on a web-based platform with an online Data Management System with dynamic analysis, graphing and reporting options (see report samples below). This allows the manipulation of data in a variety of ways in real time to assist in evidence-based decision-making within an Multi-Tier System of Supports (MTSS) framework."
- Purchase of Second Steps program (<https://www.secondstep.org/>)
- According to their website listed above: Second Step programs are research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of children from Early Learning through Grade 8. The research-based Second Step Bullying Prevention Unit gives educators and school staff the training and tools needed to effectively address school bullying in Kindergarten through Grade 5. Available for Early Learning through Grade 5, the Second Step Child Protection Unit empowers prevention by providing training and resources to help adults and kids know how to recognize, respond to, and report abuse.
- We will hire homebound tutors to help students who are quarantined, or who have been quarantined, to make up lost instructional time.
- We are hosting LEGO and Robotics STEM programs, Karate/Fitness club programs, and a Summer Fitness program that will work to improve social-emotional capacity with students through enrichment activities.
- Finally, we are hiring an additional academic intervention teacher in '21-22, '22-23, and '23-24 to work in a MTSS model and who will recover learning lost during the COVID closures in '19-20.

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

## LEA ARP-ESSER Plan - ARP-ESSER Plan Development &amp; Program Information

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**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.**

Our use of the ARP ESSER funds are consistent with section 2002(e)(2) in the following ways:

- Opening school safely for in-person learning 5 days a week for all registered students;
- Sustaining the safe in-person operation of school for the '20-21 and subsequent school years in part by purchasing supplies to sanitize and clean facilities and improving indoor air quality;
- Addressing student social, emotional, mental health, and academic needs through the hiring of additional teachers, academic intervention specialists, MTSS coordinators, tutors, phonics curriculum, BIMAS II intervention tools, and professional development for staff.
- A focus on identified students in the MTSS model as well as students identified with learning disabilities;
- Support through an ELL home/school liaison who can help the school district meet the needs of our English Language Learners, in addition to supporting homeless youth;
- The purchase of evidenced-based programs, enrichment activities, and educational technologies<sup>3/4</sup> that close learning gaps resulting from lost instructional time and comprehensive afterschool programs for all students, particularly students from low-income families, ELLs, children with disabilities, and children from a diverse racial and ethnic background;
- <sup>1/4</sup>

Karate: The school closures resulting from the coronavirus pandemic forced the cancellation of extracurricular activities for students. Funding for after school karate supplies will provide the necessary materials for an ongoing karate program after school. Funding requests to further support a karate program are included in the state level ARP application. Early childhood furniture/supplies: Our district hosts both 3- & 4- year old pre-k programs. Additional materials are needed for social distancing students, as well as purchasing additional manipulative learning materials so as to decrease the need to share instructional materials and prevent/limit the spread of coronavirus. Musical instruments: The purchase of musical instruments for students supports the district's mission of cultivating the arts. This is an extension of CRRSA funding requests submitted to fully outfit students with trombones, flutes, drums, etc. that limit the need for sharing and possible cross-contamination of coronavirus. For funding requests on the FS-10 that were not previously described in questions 3 or 5:

- Substitute coverage: This coverage is requested so as to be prepared in the event classroom teachers and/or other staff become quarantined or contract coronavirus. Having adequate substitute coverage on a daily basis will prevent interruptions to student learning in the event of these sorts of forced absences.
- Professional development: Having coronavirus close our schools in 2020 caused serious student lapses in learning and achievement. This professional development is required for teachers to review curriculum mapping, pacing, refine formative and summative assessments, and re-define the most effective instructional strategies as they face students who have been disrupted in their learning for 18 months.
- MTSS coordinator: Given the need to hire additional staff to close learning gaps, a multi-tiered systems of supports (MTSS) coordinator monitors student achievement data, the deployment of staff/curriculum resources to identified student need, and prepares/presents achievement report to the building supervisors/principals and/or the Superintendent of schools.
- Grade level teacher: To maintain social distancing and to respond to more parents choosing to return their child to in-person school necessitates the addition of a grade level teacher (2nd grade).
- ELL Home/School Liaison: Traditional learners are not the only ones affected by the coronavirus pandemic. We plan to partner with a multi-lingual individual who can support ELL students in native languages (Spanish mostly) and in English so these students have equal access to opportunities, instruction, and extracurricular activities (concerts, athletics, etc.). This liaison will also work to support ELL parents to partner with the school to support their child/children.
- Orenda Springs: This is a social emotional learning program aimed at uniting students around common goals and teamwork through physical movement in outdoor events. Having been out of school for months in 2020, students need the support at collaboration, cooperation, and teamwork with peers. This program works to develop these soft skills that will transcend classroom instruction.
- Ongoing social-emotional support for teachers and staff: Colleen Smith, certified yoga instructor, will work with teachers and students in the art of focus, breathing, stress-relief, and determination. This meets the intent and purpose of federal funding to respond to the coronavirus by meeting individual mental health needs on a daily and longer-term basis. Times are ever changing, uncertain, and scary. Students from 2 years old (3 year old pre-kindergarten program) through our adult staff require this additional support during the coronavirus pandemic. Meeting these basic needs of mental health will clear the path for effective learning and instruction.
- PBIS supports: Our district participates in positive behavior intervention supports programs called SOAR and the Positivity Project. The request for this funding to be earmarked for PBIS supports the purchase of motivational signage, catering for parent and community events with the aim of bridging home-school gaps, purchasing instructional materials for counselors and MTSS intervention staff to reinforce PBIS principles.

**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.**

The effectiveness of our stated intervention programs will include strategies to constantly monitor student achievement in academic, social, emotional, and mental health areas. For example:

- Use of Mastery Connect will help teachers and academic intervention specialists monitor and adjust based on student learning mastery of stated learning outcomes;
- Use of BIMAS II will help identify students for intervention relative to academic, social, emotional, and mental health status;
- Homebound tutors will develop systems to track the progress of student growth over time and report back to assigned classroom teachers;
- Advisors and leaders of community school partnerships, through programs such as LEGO, STEM, karate, and fitness, will analyze trends in participation and participant feedback to ensure engagement in said social-emotional-fitness programs and make adjustments as needed to maintain such engagement.
- Formative and summative assessments will allow teachers and academic intervention specialists to constantly monitor and adjust instruction.

**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**

JORDAN-ELBRIDGE CSD 420501060000 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.**

<http://www.jecsd.org/districtpage.cfm?pageid=3134>

- 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) its plan for in-person instruction, including a description of how public comment will be collected.**

The performance of our programs and systems is important to us as we work to improve student achievement gains through the COVID-19 pandemic via an in-person model. The allotted funds will directly work to support our mission of in-person instruction. Feedback is essential to achieve such mission. As required, the LEA plans to monitor and solicit feedback on our programs and systems continually over time through feedback collection tools, such as Google Forms, where parents, teachers, staff, students, and outside community service providers, etc. can register such feedback. The administrative teams, consisting of building principals, teacher leaders, directors of curriculum, special education, technology, and parent-teacher organization leaders, will review said data and recommend adjustments, corrections, or continuation as being executed. This ongoing collection of data will be reviewed quarterly each school year (4 times per year) and plans will be updated as required. Plans (and any modifications) will be communicated via the district website, newsletters, School Messenger messaging, Remind messaging, and other communication methods as they are reviewed quarterly. Opening and intervention plans will also be communicated at formal and informal meetings, such as back-to-school events, curriculum nights, open houses, athletic events, etc.



**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**

JORDAN-ELBRIDGE CSD 420501060000 **Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- Please complete the 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 (\$)                        | 2,103,961        |
| Total Number of K-12 Resident Students Enrolled (#)   | 1,126            |
| Total Number of Students from Low-Income Families (#) | 432              |

**ARP-ESSER Schools Served**

- 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                         | 3          |
| Number of Schools Served by ARP-ESSER LEA Base 90% Funding | 3          |

ARP-ESSER Application: Part 2 - ARP Act

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

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

JORDAN-ELBRIDGE CSD 420501060000 **Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

- Please complete the chart below by identifying the funds being used to support each allowable activity. Please respond with "0" to indicate that no funds are being assigned to a given activity. PLEASE NOTE - All proposed expenditures must be reflected within the FS-10 budget form AND budget narrative to clearly align with this item.**

|   | FUNDING Amounts (\$) |
|---|----------------------|
| 1 - Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).  | 0                    |
| 2 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).   | 0                    |
| 3 - Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).  | 0                    |
| 4 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).   | 0                    |
| 5 - Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).  | 0                    |
| 6 - Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.  | 0                    |
| 7 - Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.  | 207,275              |
| 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.   | 1,404,326            |
| 9 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.  | 0                    |
| 10 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.   | 0                    |
| 11 - Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by such LEA.   | 0                    |
| 12 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other education services can continue to be provided consistent with all Federal, State, and local requirements.   | 0                    |
| 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.   | 38,500               |
| 14 - Providing mental health services and supports, including through the implementation of evidence based full-service community schools.  | 24,600               |
| 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.   | 11,496               |
| 16 - Addressing the academic impact of lost instructional time among an LEA's students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education. | 182,000              |

ARP-ESSER Application: Part 2 - ARP Act

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

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|   | FUNDING Amounts (\$) |
|---|----------------------|
| 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.  | 0                    |
| 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. | 149,998              |
| 19 - Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.  | 0                    |
| 20 - Other activities that are necessary to maintain the operation of and continuity of services in the LEA and continuing to employ existing staff of the LEA.   | 85,766               |
| <b>Totals:</b>  | <b>2,103,961</b>     |

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

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

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

**PLEASE NOTE** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "*TBD*" or "*Varies*" cannot be accepted on the FS-10 or Budget Narrative forms. **Please note: LEAs that have been allocated funds from the mandated SEA-Level Reserves in the 2021-22 enacted state budget will apply for those funds via a separate application process. NYSED will inform school districts under separate cover when the application process for school district allocations of ARP-ESSER SEA set-aside funds has been published in the SED Monitoring and Vendor Reporting System. The sections below are only for LEA 90% base ARP-ESSER allocations. LEAs should not apply for ARP ESSER SEA Reserve funds as part of this application.**

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

FS-10 - ARPA 90 BASE rev.6Jan22.pdf

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

ARP - ESSER Budget Narrative 6Jan22.pdf

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

|                             | Total Funds (\$) |
|-----------------------------|------------------|
| 15 - Professional Salaries  | 1,113,907        |
| 16 - Support Staff Salaries | 63,024           |
| 40 - Purchased Services     | 24,600           |
| 45 - Supplies and Materials | 467,760          |
| 46 - Travel Expenses        | 0                |
| 80 - Employee Benefits      | 434,670          |
| 90 - Indirect Cost          | 0                |
| 49 - BOCES Services         | 0                |
| 30 - Minor Remodeling       | 0                |
| 20 - Equipment              | 0                |
| <b>Totals:</b>              | <b>2,103,961</b> |