

ARP-ESSER Application: State Reserves - ARP State ReservesIntroduction/Instructions - Background Information

Page Last Modified: 11/19/2021

Background Information

JORDAN-ELBRIDGE CSD - 420501060000

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.

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 that 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 the 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

ARP-ESSER Application: State Reserves - ARP State Reserves

Introduction/Instructions - Background Information

Page Last Modified: 11/19/2021

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 which supports specific interventions. Districts and schools are encouraged to review the various clearinghouses to find programs, strategies, and interventions that align to 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 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 numbers 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

Page Last Modified: 11/19/2021

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 – 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

Page Last Modified: 11/19/2021

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.

ARP-ESSER Application: State Reserves - ARP State Reserves

Assurances - Assurances

Page Last Modified: 11/19/2021

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.
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

Page Last Modified: 11/19/2021

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

Page Last Modified: 11/19/2021

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	Richard Hartwell	rjhartwell@jecsd.org	Jordan-Elbridge CSD
LEA Board President	Karen Guerrette	kguerrette@jecsd.org	Jordan-Elbridge CSD

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 11/19/2021

ARP-ESSER State Reserve: Consultation

- 1. An LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and their unions. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, students involved with the juvenile justice system, and other underserved students. In the space provided below, please describe how the LEA has meaningfully engaged a diverse and representative set of stakeholders to receive feedback in developing its plans to address the impacts of lost instructional time, provide summer learning and enrichment, and support comprehensive after school activities using State-Level Reserve Funds.**

When ARP funding documents were shared, the LEA spent a series of sessions digesting said information to present to school staff, the school board members, and the local community at a future date. A "return to school" advisory committee was formed that consisted of teachers, teaching assistants, school board members, parents, and local community members. This meeting was held on May 24, 2021. The committee reviewed the sources of additional school funding provided by ARP, were acquainted with the share the LEA was poised to receive, reviewed the intent of said funding, invited brainstorming and discourse, and set up the next meeting for June 3rd. A Google Form link was shared with the community to submit their thoughts on school needs and funding uses to be assembled and reviewed at the June 3rd meeting. At the June 3rd meeting, the committee reviewed submitted feedback as they related to these common threads: early childhood education, social-emotional learning, needs of low income learners, preparedness and response, extended day/summer learning, supporting english language learners, school facility and repairs, learning loss, and maximizing in-person learning. The feedback we received were sorted into these common themes: training/PD, equipment/supplies, additional staffing, curriculum materials, field trips/experiences, class size reduction, learning centres, outdoor learning spaces, technology, family partnership, and wellness. The feedback from these meetings and forms were collated by district staff, reshared to the community via the website, newsletters, and Remind (mass-texting tool) into our comprehensive plan for utilizing the federal funding sources of CRRSA and ARP. A plan was created and posted to the website (and printed) in the form of an infographic (<https://www.jecsd.org/districtpage.cfm?pageid=3314>)

- 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.jecsd.org/districtpage.cfm?pageid=3314>

- 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 district will continue to hold meetings in which a review of federal ARP monies will be discussed. Changes to the plan may be needed, so the LEA is prepared to submit amendments as needed. Feedback will be collected from different stakeholder groups, including instructional and operational aspects of the school as well as from the community at large. A multi-tiered systems of supports (MTSS) committee has been developed district-wide in the LEA that is currently working to monitor student academic and behavioral achievement throughout the school year. Presentations by this group to school board meetings, grade level teacher teams, and LEA administration review student needs as well as areas of student growth and regression. This includes both academic as well as behavioral/social-emotional measures such with the STAR universal screener as well as the BIMAS-II behavioral screener. The MTSS committee makes recommendations to the building principals and, together, communication with families to help share individual student needs, growth, instruction, and trends over time that work to support and ensure student success in the LEA.

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

Page Last Modified: 02/21/2022

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.**

Jordan-Elbridge Central School District has implemented a district wide Multi-Tiered System of Supports (MTSS) model for all students struggling with academics, social, emotional, mental health, and behavior. Students are identified for these students using a variety of different data points. Students are screened using universal screening tools including STAR Reading and Mathematics to gather academic data. Students behavioral, social/emotional, and mental health are screened using the BIMAS. The district also collects and analyzes discipline and attendance data weekly. The district has added an MTSS Coordinator, along with additional MTSS providers at each building level to provide academic, behavior, and social/emotional interventions. These providers meet weekly to discuss students and their progress. Students identified as needing academic, social/emotional, and/or behavior support through these meetings receive additional services ranging from push in classroom support from MTSS providers, pull out support from MTSS providers, individualized counseling or group counseling, and targeted social/emotional classroom lessons. Additionally, the district has partnered with the county and an outside mental health agency to provide social/emotional support and mental health interventions for students. The above mentioned supports are available to all students in a subgroup. Some children are disproportionately impacted by the COVID-19 pandemic. For our school district, this predominantly includes children from low-income families, but also includes ELLs, children with disabilities, children experiencing homelessness, foster care, migratory students, and to a small extent students of color. A brief review of some of the needs of applicable subgroups are specifically addressed in the following ways:

1. Low-income families: Students in this subgroup are identified within the MTSS investigations of student progress, or lack of progress, academically and behaviorally. ARP ESSER, CRRSA, and CARES act funding also provides attention to students in this sub group through maximizing in-person instruction, operating safe and clean schools, and a focus on learning loss through the multi-tiered systems of support with additional teachers. Additionally, students from low-income families participate in programs supported by federal monies through social-emotional learning activities, such as the Orenda Springs team building experience in the early middle school grades.
2. ELLs: Along with this work proposed in this grant application, English-Language learners receive the support from an ELL liaison funded by our CRRSA ESSER grant as well as structural space as supported in our CRRSA GEER grant.
3. Students with disabilities: Students in this subgroup are identified within the MTSS investigations of student progress, or lack of progress, academically and behaviorally. ARP ESSER, CRRSA, and CARES act funding also provides attention to students in this sub group through maximizing in-person instruction, operating safe and clean schools, and a focus on learning loss through the multi-tiered systems of support with additional teachers. Additionally, students from low-income families participate in programs supported by federal monies through social-emotional learning activities, such as the Orenda Springs team building experience in the early middle school grades.

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/21/2022

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

- 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 following planned interventions were determined as essential methods to address the impacts of lost instructional time due to the COVID-19 pandemic and related school closures. The LEA selected these interventions through a series of committee meetings that included teachers, staff, board of education members, and parent representatives over a series of months-long discourse. They are specifically tailored to students in the community, specifically as they relate to our population of special education students, ELLs, and low-income families. The interventions described below work to target gaps in elementary reading fluency and comprehension by strengthening the building blocks of phonics for our youngest learners. Additional staffing work to keep instructional groups small and allow greater targeted instructional interventions for students identified both by special education testing as well as district multi-tiered systems of supports (MTSS) committees. Professional development for all staff across the LEA is tailored around closing the gap of lost instructional time for students in pre-kindergarten through 12th grade with evidence-based instructional methods tailored to a diverse range of students. State Reserve funds will be coordinated with and aligned to other initiatives, including ARP ESSER, CRRSA, CARES, as well as Title 1 and IDEA grants, in the following ways:

- Low-income families: Students in this subgroup are identified within the MTSS investigations of student progress, or lack of progress, academically and behaviorally. ARP ESSER, CRRSA, and CARES act funding also provides attention to students in this sub group through maximizing in-person instruction, operating safe and clean schools, and a focus on learning loss through the multi-tiered systems of support with additional teachers. Additionally, students from low-income families participate in programs supported by federal monies through social-emotional learning activities, such as the Orenda Springs team building experience in the early middle school grades.
- ELLs: Along with this work proposed in this grant application, English-Language learners receive the support from an ELL liaison funded by our CRRSA ESSER grant as well as structural space as supported in our CRRSA GEER grant.
- Students with disabilities: Students in this subgroup are identified within the MTSS investigations of student progress, or lack of progress, academically and behaviorally. ARP ESSER, CRRSA, and CARES act funding also provides attention to students in this sub group through maximizing in-person instruction, operating safe and clean schools, and a focus on learning loss through the multi-tiered systems of support with additional teachers. Additionally, students from low-income families participate in programs supported by federal monies through social-emotional learning activities, such as the Orenda Springs team building experience in the early middle school grades.
- Proposals in this STATE reserves grant application include teacher professional development as aligned with similar proposals in ARP ESSER and CRRSA ESSER/GEER grants. We plan to continue and expand teacher professional development beyond the contractual work day (after school) as well as during the summer. Phonics instruction, as paralleled to other state and federal funding, will be directed to the early elementary school children to close gaps in learning as a result of the COVID pandemic. An additional teacher will be hired in the 5% state level reserve to continue addressing learning loss associated with school closures.

- 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
Curriculum-Aligned Enrichment Activities	72,230	<input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Elementary	<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	We will purchase Really Great Reading, which is a curriculum set focused on phonics instruction. According to reallygreatreading.com : <i>Really Great Reading@ specializes in helping educators teach the</i>

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/21/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
		<input type="checkbox"/> Middle School <input type="checkbox"/> High School	Homelessness <input checked="" type="checkbox"/> Students in Foster Care <input checked="" type="checkbox"/> Migratory Students <input checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	<i>foundational skills that lead to strong decoding and fluent reading. We provide scientifically aligned professional development, diagnostics, grouping, interventions and preventions. We help schools build strong literacy foundations in primary grades and help remediate decoding issues in upper elementary, middle, and high school students. Really Great Reading believes that every student has the right to appropriate, high-quality, foundational-skills reading instruction. We are focused on preventing and remediating decoding weaknesses in students in all grades (and even adults). We provide educators with the tools and knowledge to teach all students (not just those who learn easily) to read. We make assessment and grouping practical, efficient, and accurate. Our approach to reading instruction is research-based, interactive, explicit, structured, and multisensory. In our lessons, students not only learn to read, but enjoy the intelligent and age appropriate learning process.</i>
Other Evidence-Based Intervention (Tier I, II, III, or IV)	184,692	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School	<input type="checkbox"/> All Students <input 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 LEA will hire an additional teacher to work as an academic intervention specialist (AIS). This individual will target students in the middle school level to help close learning gaps these students experienced at the end of their elementary careers (at the height of the pandemic/school closures). Math and ELA instruction will be targets. This AIS intervention teacher will work closely with the LEA's multi-tiered systems of supports (MTSS) committee to collect student data, monitor it, and make appropriately planned instructional decisions based on student need.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	243,074	<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 checked="" type="checkbox"/> Students Involved with the Juvenile Justice System <input checked="" type="checkbox"/> Other Underserved Students <input type="checkbox"/> None of the Above	Professional development will be planned and provided to teachers, teaching assistants, teacher aides, and counseling & support staff under the direction of the LEA's Director of Curriculum & Intervention (Mrs. Nina Baker). This professional development will take many forms. For example, professional development in curriculum writing will focus on grade level curriculum maps, guaranteed and viable curriculum refinement, creating formative and summative assessments, and progress monitoring throughout curricular units. Other professional development will support teachers as they work in intervention systems (MTSS-academic and behavioral). Specifically, staff will learn how to administer the BIMAS-II social-emotional evaluation

ARP-ESSER Application: State Reserves - ARP State Reserves

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

Page Last Modified: 02/21/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
				tool, how to interpret the results, and actions to take based on said results over time. Additional professional development will support social-emotional and positive behavior intervention supports (PBIS) systems in place at the school. Programs such as The Positivity Project work to highlight and improve student's social-emotional wellbeing.

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 LEA will monitor and evaluate the effectiveness of selected strategies above through the ongoing work of our multi-tiered systems of supports (MTSS) committee. This committee will collect evidence using the BIMAS-II tool (behavioral), student formative and summative assessments (academic), and other subjective data from counselors, teachers, staff, and parents to assess if the interventions implemented are having the intended response on student social-emotional, mental health, and academic improvement needs. Communication between the MTSS and the school's building leadership (principal), as well as the district's leadership (special education director, director of curriculum & instruction, and superintendent), will work to ensure goals are being met and the appropriate modifications made to any given plans, both student-specific and programmatically). The MTSS will communicate with parents at regular quarterly, monthly, and/or weekly intervals to make sure all stakeholders are involved in said progress monitoring.

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	499996
Anticipated Number of Students Served	1215
Anticipated Number of Schools Served	3

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.

JECSD FS-10 ARPA 5 Learning Loss Signed v2.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.

ARP - 5 Learning Loss Budget Narrative.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/21/2022

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

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

- 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.**

Jordan-Elbridge CSD has planned use of federal dollars to be paid toward after school programs targeted toward instructional tutoring and professional development to support educational staff and students. The LEA has selected tutoring and professional development based on feedback from collective stakeholder groups. Tutoring programs and professional development targeted in the 1% after school allotment align precisely with other programs targeted in our other state reserve funds and ARP ESSER plan, CARES, and CRRSA plans. This combination of programs supports the district's collective mission to provide additional opportunities for students who lost instructional time and opportunity during the COVID-19 pandemic. State Reserve funds for comprehensive after school programs will be coordinated with and aligned to other initiatives, including ARP ESSER, CRRSA, and CARES in the following ways: 1. Homebound tutoring: Tutoring costs were included in previous federal grant but will be expanded to include the students who do not come to school physically. Teachers will provide direct tutoring during the after-school period to these students on a weekly basis. This is in addition to their normal contractual obligations to in-person student instruction during the after school period. Some students will be tutored who are in-person learners, but who may miss periods of time due to quarantines. Teachers are commonly more available and less contractually-obligated to tutor during the after school period. Additionally, this tutoring is open to ELL students with the support of the ELL liaison as funded through CRRSA grants. 2. Professional development is being funded in other ESSER/CRRSA grants and can be accomplished during the after school period when teachers are less encumbered with lesson planning and teaching during the student's day. By providing professional development after-hours, we do not require the hiring of substitute teachers (who are an extra cost and who are difficult to recruit). This funding in the 1% after school program will assist with this endeavor.

- 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
High Dosage Tutoring Programs	37,496	<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	Tutoring programs are planned and the investment is targeted to the compensation to staff for coordinating said programs, providing tutoring, evaluating student need, and communicating progress back to classroom teachers and the parent/guardian.

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/21/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
			<input type="checkbox"/> Students <input type="checkbox"/> None of the Above	
Other Evidence-Based Intervention (Tier I, II, III, or IV)	62,506	<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	Professional development is targeted to school staff who work to develop instructional curriculum to students during the summer (in the tutoring program described above). Curriculum will be aligned to state learning standards. Assessments will be discussed and created that align to the curriculum. Instruction of best teaching practices, particularly work by Hattie and Lemov to focus on those practices that have the greatest impact on student learning and achievement, etc.

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.

The central office administrators, as well as building supervisors, will oversee tutoring programs and professional development. Progress of students and teachers will be monitored in the form of qualitative feedback and formative assessments along the way. School counselors will be included in review of said activities to also monitor mental health and social-emotional needs of students within the programs. Based on feedback and data received from these tools, changes will be made and communicated to stakeholder groups, i.e. teachers, staff, parents, and students, via email, mail, and on our Remind system.

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

LEAs are REQUIRED to send signed (blue ink) originals and two hard copies of each FS-10 Budget Form to: *Office of ESSA-Funded Programs – Rm 320 EB*
 RE: ARP-ESSER Application - State Reserves *New York State Education Department 89 Washington Avenue Albany, NY 12234* Please refer to the Documents Panel section located along the left side of the application for FS-10 budget forms, and use the following budget code: 5883-21-XXXX. **PLEASE NOTE** - the FS-10 and Budget Narrative are used to provide NYSED with a specific itemization of proposed project expenditures and to provide NYSED and the Office of the State Comptroller with the necessary documentation upon which payments can be based. FS-10s with missing quantities or unit costs, or with terms such "TBD" or "Varies" cannot be accepted on the FS-10 or Budget Narrative forms.

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

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	212
Anticipated Number of Schools Served	3

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.

JECSD FS-10 ARPA 1 After School Signed.pdf

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Comprehensive After School

Page Last Modified: 02/21/2022

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

ARP - 1 After School Budget Narrative.docx

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/21/2022

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.**

Interventions implemented through the 1% State-Level Reserve for summer learning and enrichment will work to support summer enrichment programs, such as Legos and robotics engineering programs, as well as summer fitness programs and karate.ⁱ³⁴ These programs will supplement instruction that lost during the school year as teachers worked to prioritize NYSED curriculum focused instruction in ELA and math.ⁱ³⁴ Additionally, these programs will improve the social-emotional wellbeing of all students who participate (open to all students interested, including low-income, migratory and ELLs, minority students, and students with disabilities).ⁱ³⁴ This work supplements similar programming that is planned to be funded by CRRSA and ARP grants. Interventions implemented through the 1% State-Level Reserve for summer learning and enrichment will work to support summer enrichment programs, such as Legos and robotics engineering programs, as well as summer fitness programs and karate.ⁱ³⁴ These programs will supplement instruction that lost during the school year as teachers worked to prioritize NYSED curriculum focused instruction in ELA and math.ⁱ³⁴ Additionally, these programs will improve the social-emotional wellbeing of all students who participate (open to all students interested, including low-income, migratory and ELLs, minority students, and students with disabilities).ⁱ³⁴ This work supplements similar programming that is planned to be funded by CRRSA and ARP grants.ⁱ³⁴ Plans for homebound tutoring is included in this grant application.ⁱ³⁴ Homebound tutoring will be determined and monitored by the districts Multi-Tiered Systems of Supports committee, chaired by the MTSS coordinator, with instructional focus on low-income, students experiencing homelessness, and students with disabilities.ⁱ³⁴ ⁱ³⁴ State Reserve funds for summer learning and enrichment will be coordinated with and aligned to other initiatives, including ARP ESSER, CRRSA, and CARES in the following ways: 1. Homebound tutoring: Tutoring costs were included in previous federal grant but will be expanded to include the students who do not come to school physically. Teachers will provide direct tutoring during the after-school period to these students on a weekly basis. This is in addition to their normal contractual obligations to in-person student instruction during the after school period. Some students will be tutored who are in-person learners, but who may miss periods of time due to quarantines. Teachers are commonly more available and less contractually-obligated to tutor during the after school period. Additionally, this tutoring is open to ELL students with the support of the ELL liaison as funded through CRRSA grants.

- 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
Curriculum-Aligned Enrichment	47,164	<input type="checkbox"/> Primary <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> High School	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> English Learners	This includes Lego League, robotics engineering programs, and karate programs (covers cost of registration and student materials). Additional detail

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/21/2022

Planned Intervention(s)	Investment (\$)	Grade Levels Served	Student Groups	Detailed Description of Planned Intervention
Activities		<input type="checkbox"/> Elementary School <input checked="" type="checkbox"/> Middle School <input checked="" type="checkbox"/> High School	<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	regarding the need fo robotics materials: We would like to start upgrading the robotics lab. Its been 7 years since the PLTW BOCES aid for the tech design curriculum and new robotics kits have come out that are way more advanced than what we currently use. It would be hard to phase it in with just the yearly tech budget. Regarding Karate: Teaching kids to punch and kick each other has little to do with teaching kids how to punch and kick each other. Martial arts provided the opportunity to engage in an activity that is physical, mental, cultural and practical. The skills learned through martial arts practice are skills that will serve us for a lifetime.
Other Evidence-Based Intervention (Tier I, II, III, or IV)	52,838	<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	This includes costs of homebound tutoring to support this instructional focus. This cost represents the cost of paying staff to conduct the tutoring.

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.

The LEA will monitor and evaluate the effectiveness of selected strategies above through the ongoing work of our multi-tiered systems of supports (MTSS) committee. This committee will collect evidence using the BIMAS-II tool (behavioral), student formative and summative assessments (academic), and other subjective data from counselors, teachers, staff, and parents to assess if the interventions implemented are having the intended response on student social-emotional, mental health, and academic improvement needs. Communication between the MTSS and the school’s building leadership (principal), as well as the district’s leadership (special education director, director of curriculum & instruction, and superintendent), will work to ensure goals are being met and the appropriate modifications made to any given plans, both student-specific and programmatically. The MTSS will communicate with parents at regular quarterly, monthly, and/or weekly intervals to make sure all stakeholders are involved in said progress monitoring.

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 -

ARP-ESSER Application: State Reserves - ARP State Reserves

ARP-ESSER State Reserves - Summer Learning and Enrichment

Page Last Modified: 02/21/2022

Summer Learning and Enrichment funding.

	Amount
LEA Allocation	100002
Anticipated Number of Students Served	346
Anticipated Number of Schools Served	3

- 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.**

JECSD FS-10 ARPA 1 Summer Enrich Signed.pdf

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

ARP - 1 Summer Enrichment Budget Narrative.docx