

BUDGET NARRATIVE

LEA: West Irondequoit CSD	FOR TITLE: ARP ESSER Part 2 State Reserves 5% Learning Loss
BEDSCODE: 260803060000	

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

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

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)
Code 15 <i>Professional Salaries</i>	<u>\$175,000 for another Intervention Teacher:</u> <i>Hiring a second Interventionist will ensure that all students in need of small group, targeted directed instruction are receiving it. Adding an additional interventionist to Southlawn would enable the interventionist currently split between the two buildings to devote her attention to Rogers. Both buildings would then be able to accommodate all of the reading needs of our students.</i> <u>\$1,056,000 for Behavioral Specialists:</u> <i>K – 6 Behavior Specialist:</i> <i>At this level, the proposed position would again allow for direct intervention with students, while also managing consultation and community access for families across K-3 schools and at each 4-6 building. This will allow for consistent points of contact and case managers for students who are demonstrating a higher level of need due to trauma sustained during the pandemic.</i> <i>7 – 12 Behavior Specialist</i> <i>The presence of this position would compensate for testing needs at the high school due to the increased CPSE referrals during the pandemic, which moved from the average 30 annual referrals over the past 10 years, to over 70 this year. A school psychologist could support managing new referrals and re-evaluations at the secondary level, while a social worker could student re-entry, access to community supports, and transition across both buildings. Either position would account for direct support of students, staff, and families, as well as indirect consultation.</i> <i>With the addition of behavior specialists at most buildings, we will be better able to support students in acquiring social and emotional skills to be productive and contributing members of their school community, as well as transitions from remote learning, home schooling and a return to five full days of in-person instruction. In alignment with our current practices, these supports</i>

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	will be able to specifically address Tier-II and Tier-III levels of need identified from our data points to help students rebuild relationships and expectations, including access to remedial social, emotional, and behavioral supports. In addition to direct student support, these providers will be able to consult and collaborate with staff, administration, and families to access outside supports, provide any needed professional development, and ensure sustainability. <u>\$280,000 for K-3 Integrated Co-Taught Teachers</u> - With the addition of an Integrated Co-Taught Teacher to grades K-3, the intended outcome is to support the whole child. This means students in the ICT classrooms would get academic support through the additional teacher to provide targeted, systematic instruction in the areas of reading, writing and math.
Code 16 Support Staff Salaries	<u>\$22,995 for an IHS Youth Advocate:</u> This grant will provide additional funds to support more time for the Youth Advocate to spend with students. The Youth Adequate will pop into classes, provide praise and support for the desired behaviors and continue to support relevant relationships and connections needed when students struggle. The Youth Advocate spends time developing relationships with the students who are struggling and ask for help in the least kind ways. This person provides a safe space to work through frustrations and emotions. The Youth Advocate also supports social-emotional growth as they collaborate with the school counselor, AP and social worker and lead students through prompts to think through their actions in stressful situations. The YA and student can then plan for supports needed and create a plan for success. This plan is then revisited weekly to develop goals and success.
Code 40 Purchased Services	
Code 45 Supplies and Materials	
Code 46 Travel Expenses	
Code 80 Employee Benefits	)
Code 90 Indirect Cost	
Code 49 BOCES Services	
Code 30 Minor Remodeling	
Code 20 Equipment	