

Satsuma City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval

Tuesday, December 14, 2021 12:14 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	1,760,212.00	324,854.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	1,760,212.00	324,854.00
Adjusted Allocation	1,760,212.00	324,854.00
Budgeted	1,760,212.00	324,854.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) [Interim Final Requirements](#) on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's [Interim Final Requirements](#), **or**
- (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements. (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account when developing the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- 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;
- LEA uses of funds to sustain and support access to early childhood education programs;
- 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);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

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 funds 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).

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) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

OTHER ASSURANCES AND CERTIFICATIONS

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.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, 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.

The LEA will include in its local application a description of how 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.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

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 3474.

GEPA ASSURANCES

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, 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.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under [20 U.S.C. 1232f](#), and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

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 ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction-

- the project is not inconsistent with overall State plans for the construction of school facilities, and
- 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 of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended 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.

LEA SUPERINTENDENT ASSURANCES

The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; 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 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

LEA Superintendent Assurances Confirmation

Indicates LEA Superintendent Approval based on Assurances.

Satsuma City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
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Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	10/19/2021
ARP ESSER State Reserve	10/19/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	135,603.00	58,115.00	0.00	352,042.40	0.00	0.00		0.00	0.00	545,760.40	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	100,000.00		0.00		0.00	0.00	100,000.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	355,000.00	25,000.00	0.00	0.00		0.00	0.00	380,000.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	75,000.00	22,434.06	0.00	0.00	0.00	0.00	129,023.54	0.00	0.00	226,457.60	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					507,994.00					507,994.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	210,603.00	80,549.06	355,000.00	477,042.40	507,994.00	0.00	129,023.54	0.00	0.00	1,760,212.00	Total
											Adjusted Allocation
											1,760,212.00
											Remaining
											0.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Dr. Bart Reeves

ARP ESSER Point of Contact

Name * Jason Hadley

Role * CSFO

Phone * 251-380-8200

Ext 8180

Required Narratives

How does the LEA plan to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning?

* The purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation's students by addressing students' academic, social, emotional, and mental health needs. Satsuma City Schools (SCS) has been awarded \$1,760,212 in ESSER III funds. This plan describes how the awarded funds will be used. Questions about this plan should be directed to Jason Hadley, Chief School Finance Officer, at jhadley@satsumaschools.com.

Safe operation of schools for in-person learning is the top priority of SCS. SCS has used ESSER I & II funds to achieve a variety of objectives related to this priority. To supplement previous prevention and mitigation strategies, SCS will use a portion of its ESSER III funds to implement the following prevention and mitigation strategies:

- Provision of health supplies such as PPE and disinfectant
- Provision of a service agreement for air quality and maintenance with HVAC contractor
- Provision of a service agreement for cleaning and disinfecting all school buildings with custodial contractor
- Replacement of existing HVAC chiller units and stand-alone units for air quality at SHS
- Replacement of exterior windows to allow opening for fresh air SHS
- Purchase of replacement K12 devices so that existing devices can be permanently issued to K12 students

How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

* Satsuma City Schools has developed and implemented a well-rounded program of instruction to meet the academic needs of all students. Academic progress is monitored in a variety of ways including, but not limited to:

- iReady adaptive diagnostics
- Dibels assessments
- Scantron assessments
- Renaissance Accelerated Reader
- ACT assessment
- WIDA Access Placement Test (W-APT)
- Alabama Alternate Assessment (AAA)
- Advanced Placement tests
- PSAT

Social, emotional, and mental health needs monitoring strategies and supports include, but are not limited to:

- District level student support services coordinator
- Building counselors
- Peer Helper curriculum, training, and implementation
- Nearpod social and emotional learning (SEL) online curriculum which is built into our school library
- Rhithm app which is a K12 student and staff wellness check-in tool. The platform selects an ideal 1-3 minute SEL activity/intervention video to regulate well-being based on user given data from a simple emoji assessment. This data is available on dashboards to reflect and connect with as desired at the campus, district/network and state levels.

Many of the tools and assessments listed above for monitoring academic progress and social, emotional, and mental health needs are facilitated through the use of devices. For this reason SCS will budget a portion of its ESSER III funds to provide K12 devices to replace existing devices for all K12 students. Existing devices will then be sent home with the students to permanently keep in order to facilitate increased access to the services and subscriptions listed above.

In conclusion, SCS intends to address each underrepresented student group, such as each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care, and any others impacted disproportionately by the COVID-19 pandemic, by purchasing an additional device for use of the following active subscriptions at home:

- iReady Online Curriculum (Reading and Math)
- Reflex Math Online Curriculum
- Renaissance Accelerated Reader
- Nearpod Online Curriculum (All Subjects)
- Flocabulary Online Curriculum
- Rhithm app which is a K12 student and staff wellness check-in tool
- Nearpod social and emotional learning (SEL) online curriculum

These "at home" devices may also be used to communicate with faculty and staff regarding academic and social, emotional, and mental health issues.

How will the LEA 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 ESSER III program.

* In order to comply with Section 427 of the General Education Provisions Act (20 U.S.C. s1228a(a)), SCS will take the following steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

SCS understands the statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. The District's current policies and practices have been established to eliminate barriers that may prevent their students, teachers, etc., from such access or participation in the federally-funded project or activities submitted in the attached ARP ESSER application. In SCS, none of the following characteristics impede equitable access or participation in opportunities: gender, race, national origin, color, disability, or age.

All students and teachers will have access to the activities under the Elementary and Secondary School Emergency Relief (ESSER) funds. SCS plans to continue its current policies and practices that direct barrier free programs. Its compliance with Section 427 of GEPA is based on these policies and practices. District staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities, and care will be taken to assure benefits for both male and female participants.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

* SCS performs monthly budget reviews with appropriate stakeholders to monitor all funding sources and allocations. These reviews are done during the first ten (10) days of every month through the use of Summary Expenditure Reports, General Ledger Detail Reports and Budget Analysis Reports. All purchases are reviewed to ensure they are part of the corresponding application/allocation and are eligible to be charged to said funding source. This review occurs at all levels of the procurement process, beginning with requisitions, purchase orders, expenditures and related reimbursement claims. This information is shared during our monthly public SCS board meetings and all information is posted to the SCS website.

How will the LEA meaningfully engage with families and communities throughout the life of the ARP ESSER and other relief funds?

* SCS believes that the education of children is a collaborative effort between parents and schools. Further, it is our belief that the involvement of parents of students in schools enhances the effectiveness of federal programs and promotes student success. To that end, SCS will strive to fully involve parents in the education of their child. The Federal Programs Department will involve parents of participating children in the development and distribution of a written Parent Involvement Plan. Examples of parent involvement opportunities include, but are not limited to:

- Parent, student, and school compact
- Federal fund advisory meetings
- Student and parent surveys
- Parent-Teacher Organization
- School Continuous Improvement Plan
- ARP ESSER application and budget details will be posted on the SCS website

Provide the URL for the LEA Return-to-Instruction Plan.

* <https://www.satsumaschools.com/covid-19>

LEA Reservation to Address Loss of Instructional Time

LEAs must reserve at least 20 percent of funds to address loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For this reservation of funds, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other – See Intervention box E for more details.

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other)	
Permanent K12 Home Devices	352,042.40
Total Cost:	352,042.40

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00
 4120 - [300-399] (Mileage for Buses) \$4,650.00

Intervention B (Extended Day Programs)

Provide the following information for Intervention B (Extended Day Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention C (Comprehensive After-School Programs)

Provide the following information for Intervention C (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Intervention E (Other)

Provide the following information for Intervention E (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

SCS is budgeting \$352,042.40 which is 20% of the ARP ESSER allocation to purchase devices for all students in K12. Existing on-campus devices will be replenished from this purchase allowing our existing devices to be sent home with students permanently. Many of the tools and assessments used for monitoring academic progress and social, emotional, and mental health needs are facilitated through the use of devices.

Academic progress is monitored through the use of devices in a variety of ways including, but not limited to:

- iReady adaptive diagnostics
- Scantron assessments
- Renaissance Accelerated Reader

Social, emotional, and mental health needs are monitored through the use of devices using the following subscriptions, strategies and supports:

- Email with district level student support services coordinator and building counselors
- Nearpod social and emotional learning (SEL) online curriculum
- Rhithm app which is a K12 student and staff wellness check-in tool. The platform selects an ideal 1-3 minute SEL activity/intervention video to regulate well-being based on user given data from a simple emoji assessment. This data is available on dashboards to reflect and connect with as desired at the campus, district/network and state levels.

Estimated Cost: \$352,042.40
Grant Relationship: 1100-411

4. Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	193,718.00
<input type="checkbox"/> Category 2 (Technology & Online Subscriptions)	0.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	682,994.00
<input type="checkbox"/> Category 4 (Professional Development)	0.00
<input type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	0.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Health & Wellness	305,000.00
<input type="checkbox"/> Category 8 (Other)	0.00
<input type="checkbox"/> Category 9 (Other)	0.00

<input type="checkbox"/>	Category 10 (Other)	0.00
<input type="checkbox"/>	Category 11 (Other)	0.00
<input type="checkbox"/>	Category 12 (Other)	0.00
<input checked="" type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	97,434.06
<input checked="" type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	129,023.54
Total Cost:		1,408,169.60

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)
 Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)
 Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

ARP ESSER funds will be used to provide additional teaching units for class size reduction and teacher stabilization (potential loss of foundation units). The budgeted amount is inclusive of 1.0 FTEs for 3 years and includes \$135,603 for salaries and \$58,115 for benefits.

The timeframe, school, and grade/subject for employing CSR units will be as follows:

- 1.0 FTE for SY22 | 8/1/2022 to 7/31/2023 | Lee Elementary | First Grade
- 1.0 FTE for SY22 | 8/1/2022 to 7/31/2023 | Lee Elementary | Fourth Grade
- 1.0 FTE for SY23 | 8/1/2023 to 7/31/2024 | Lee Elementary | Second Grade

Estimated Cost: \$193,718

Grant Relationship: \$135,603.00 1100-[010-199]; \$58,115.00 1100-[200-299]

Category 2 (Technology & Online Subscriptions)

Provide the following information for Category 2 (Technology & Online Subscriptions):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).
 Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)

3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: \$55,500.00
7200 - [500-599] (Capitalized Units) \$18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$37,000.00

SHS Chillers - Main Campus HVAC

ARP ESSER funds will be used to purchase labor, materials, and equipment necessary to install new chiller units for the main campus at SHS. Current units are reaching end of life. The chiller units are critical for maintaining indoor air temperature and quality. The timeline for installation of the new chiller units is currently Summer of 2022.

Estimated Cost: \$486,530
Grant Relationship: 7200-515

SHS Split AC Units - Annex Building

ARP ESSER funds will be used to purchase labor, materials, and equipment necessary to install split AC units in the SHS Annex building. Current roof units must be removed due to the structural integrity of the roof and pending replacement. The split units will allow for immediate installation while roof repairs are made and provide quality air for students and staff using this facility. The timeline for installation of these units will be immediately.

Estimated Cost: \$21,464
Grant Relationship: 7200-515

SCS District HVAC Service Agreement

ARP ESSER funds will be used for the provision of a service agreement with an HVAC contractor to provide service related to the maintenance of indoor air quality throughout the district. The services will include routine maintenance such as inspection, repair, and filter replacement for all buildings. The timeline for these services will be during the contract renewal period in the summer of 2022.

Estimated Cost: \$150,000
Grant Relationship: 3200-399

SHS Windows - Main Campus

ARP ESSER funds will be used to replace the exterior windows at SHS main campus. The existing windows are not functional. New windows will allow for passage of UV light and the opportunity to open windows allowing fresh, clean air into the exterior wall classrooms. The timelines for the window installation is estimated to be Summer of 2022.

Estimated Cost: \$25,000
Grant Relationship: 3200-499

Category 4 (Professional Development)

Provide the following information for Category 4 (Professional Development):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.

- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not

limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

- Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$22,000.00 | 2215 - [600-899] (Registration) \$4,000.00 | 2215 - [300-399] (Travel) \$18,000.00

Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.

Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.

Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

Category 7 (Other)

Provide the following information for Category 7 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Health and Wellness

ARP ESSER funds will be used to purchase sanitation supplies and medical equipment. Supplies include masks, gloves, PPE for staff and or students, and disinfectants. Medical supplies and equipment, although not an exhaustive list, include: 4 AEDs, 1 portable sign machine, 1 vision screener, 1 ERO-Scan DP screener, PPE for nurses, and various medical supplies as needed. The timeline for purchase of the health devices, such as AEDs and vision screener will be immediately. The timeline for purchase of PPE and disinfectants will be separated into 3 installments of the next 3 years.

Estimated Cost: \$100,000

Grant Relationship: 2140-[400-499]

Custodial Services

ARP ESSER funds will be used for provision of a service agreement for cleaning and disinfecting all school buildings with a custodial contractor. The timeline for procurement of custodial services will be 10/1/2021 through 9/30/2024.

Estimated Cost: \$205,000

Grant Relationship: 3200-399

Category 8 (Other)

Provide the following information for Category 8 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 9 (Other)

Provide the following information for Category 9 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 10 (Other)

Provide the following information for Category 10 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 11 (Other)

Provide the following information for Category 11 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Category 12 (Other)

Provide the following information for Category 12 (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

* ▼

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

ARP ESSER funds will be budgeted to absorb administrative costs of the CSFO and Superintendent associated with the grant over the next 3 years. The current budgeted amount is \$97,434.06 over the course of 3 years where the estimated salaries budget is \$75,000 and the estimated benefits budget is \$22,434.46. Time & Effort will be recorded monthly by both the CSFO and Superintendent. Compensation will be based off hours worked only. Off contract duties for these two roles include, but are not limited to, the following:

CSFO (\$30,000 = \$10,000 per year x 3 years)

- Development, review, and amendment of ARP ESSER plan
- Assurance of compliance with state and federal requirements
- Monthly budget reviews of ARP ESSER accounts for compliance monitoring
- Implementation and review of necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program
- Contingency to meet any future state or federal requirements not presently communicated

Superintendent (\$45,000 = \$15,000 per year X 3 years)

- ARP ESSER reporting requirement compliance and review
- Development, analysis, and application of required surveys
- Implementation and review of necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program
- Time required to compile reports such as disaggregated student data (by subgroups) related to how the COVID-19 pandemic has affected instruction and learning during ARP ESSER funding years.
- Contingency to meet any future state or federal requirements not presently communicated

Precise timeframes for the expenditure of these funds will be as follows:

FY21 | 10/1/2021 to 9/30/2022

FY22 | 10/1/2022 to 9/30/2023

FY23 | 10/1/2023 to 9/30/2024

Estimated Cost: \$97,434.06

Grant Relationship: \$75,000 [6000-6999]-[010-199]; \$22,434.06 [6000-6999]-[200-299]

Indirect Costs

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

* ▼

% - Unrestricted Indirect Cost Rate for LEA Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions
 	"Other" Intervention Evidence-based Documentation	iReady
 	Supporting Documentation #1	Rhithm
 	Supporting Documentation #2	Nearpod

Checklist Description ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
 - 1. Review the ARP ESSER allocation for the LEA.
- 2. Assurances** OK ▼
 - 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?
- 3. Cover Page & Required Narratives** OK ▼
 - 1. Did the LEA include the name of the Superintendent of Schools?
 - 2. Did the LEA include the contact information for the ARP Point of Contact?
 - 3. Did the LEA answer all the required narratives?
- 4. Budget Grid** OK ▼
 - 1. Did the LEA allocate all ARP ESSER funds on the budget grid?
 - 2. Did the LEA allocate all ARP ESSER funds on the budget details page?
- 5. LEA Reservation to Address Loss of Instructional Time** OK ▼
 - 1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section?
 - 2. Do the expenditures in the narratives match the budget grid?
 - 3. Are the expenditures allowable under the ARP?
 - 4. Are the expenditures reasonable, necessary, and allocable?
 - 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
 - 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
 - 7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 6. Remaining ARP ESSER Fund Uses** OK ▼
 - 1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section?
 - 2. Do the expenditures in the narratives match the budget grid?
 - 3. Are the expenditures allowable under the ARP?
 - 4. Are the expenditures reasonable, necessary, and allocable?
 - 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category?
 - 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
- 7. Administrative Costs** OK ▼
 - 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?
If the LEA selected yes, then...
 - 2. Do the expenditures in the narrative match the budget grid?
 - 3. Are the expenditures allowable under the ARP?
 - 4. Are the expenditures reasonable, necessary, and allocable?
 - 5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?
 - 6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?
- 8. Indirect Costs** OK ▼
 - 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?

If the LEA selected yes, then...

- 2. Did the LEA include the Unrestricted Indirect Cost rate?
- 3. Did the LEA budget less than or equal to the Unrestricted Indirect Cost rate amount?
- 4. Did the LEA include the Function and Object code?
- 5. Does the budgeted amount match the budget grid?



9. Related Documents

- 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	0.00	0.00	177,866.00	0.00	0.00	0.00		0.00	0.00	177,866.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	102,891.00	44,097.00	0.00	0.00	0.00	0.00		0.00	0.00	146,988.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	102,891.00	44,097.00	177,866.00	0.00	0.00	0.00	0.00	0.00	0.00	324,854.00	Total
											Adjusted Allocation
											324,854.00
											Remaining
											0.00

ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

The ALSDE is providing a State Reserve allocation to LEAs to address the loss of instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

For the ARP ESSER State Reserve Allocation, the following interventions are allowable:

1. Summer Learning & Summer Enrichment Programs
2. Comprehensive After-School Programs
3. Other – See Intervention box C for more details.

Required Narratives

Provide a description of the evidence-based program(s) (including partnerships with community-based organizations) the LEA has selected to use with the ARP ESSER State Reserve, and how the LEA will address the disproportionate impact of COVID-19 on certain groups of students, including each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care.

* SCS understands the barriers that can impede equitable access or participation such as gender, race, national origin, color, disability, or age. These barriers have become magnified with the impact of COVID-19 and such as learning loss. SCS is committed to mitigating the impact of the COVID-19 pandemic and learning loss on our most vulnerable populations. Remote learning has an impact on all students, but the impact is inversely proportional with age. While previous federal grants and local funding have been applied to learning loss for all ages, we are committed to addressing the literacy deficits of our elementary students with the ARP ESSER State Reserve Allocation. Through diagnostics and adaptive assessment, students are identified as needing support and invited to participate in our Summer Literacy Camp and Enrichment opportunities.

Indicate the data sources the LEA used to identify the students most in need of the program(s) and the extent to which the LEA will evaluate the impact of the program(s).

* To identify students in need of support and remediation opportunities during the school year, SCS used iReady diagnostics and adaptive assessments and the referral process from class room teacher through a problem-solving team (PST). Once identified, either through iReady or PST, iReady adaptive assessments tailor an instructional plan to each student based on deficiencies from the diagnostics. Students are tested 3 times per year in order to determine academic achievement and growth.

Using the allocation from the ARP ESSER State Reserve, explain how the LEA will identify and engage

- 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and
- 2) students who did not consistently participate in remote instruction when offered during school building closures.

* Students who 1) missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) did not consistently participate in remote instruction when offered during school building closures are identified through building level PST, iReady adaptive assessments, and Dibels assessments. These students receive targeted support to address deficiencies in Reading and Math. These supports include the iReady toolbox which crafts lessons and modules that are tailored for each students’ needs and Rti provided after-school for students in need of Tier II, Tier III, and Tier IV interventions.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	48,996.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	48,996.00
<input checked="" type="checkbox"/> Intervention C (Other) K-3 Summer Literacy Camps	226,862.00
Total Cost:	324,854.00

Intervention A (Summer Learning & Summer Enrichment Programs)

Provide the following information for Intervention A (Summer Learning & Summer Enrichment Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description). Total cost: \$109,030.00

[Cont.]

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00
 9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00
 4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00
 4120 - [300-399] (Mileage for Buses) \$4,650.00

SCS is budgeting \$34,297.00 in salaries and \$14,699.00 in benefits to fund teachers during the month of June (outside of their contract) in the Summer of 2022, 2023 and 2024 to provide our Summer Enrichment opportunities. Enrichment camps will run Monday through Thursday during the month of June with a focus on Tier 2 and 3 remediation in reading and math. The existing subscription for Dibels, iReady, Accelerated Reader, et al. as well as existing student devices will be used to facilitate instruction. Teachers will be working outside of normal contract hours, therefore, FTE analysis will not be required. The summer rate of pay is currently \$35.00 per hour.

Estimated Cost: \$48,996.00

9130 - [010-199] (Salaries) \$34,297.00
 9130 - [200-299] (Benefits) \$14,699.00

Intervention B (Comprehensive After-School Programs)

Provide the following information for Intervention B (Comprehensive After-School Programs):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

To address the loss of instructional time after school during the school year, SCS is budgeting \$34,297.00 in salaries and \$14,699.00 in benefits to fund teachers for after-school tutoring in grades K-12. Tutoring will focus on Tier 2 and 3 interventions in reading and math and general tutoring for all students in any subject in which they may struggle to master state standards.

The rate of pay for tutors is currently budgeted at \$35.00 per hour. All teachers receiving tutoring pay will do so outside of normal contract hours.

The timeline for providing tutoring services to address the loss of instructional time and academic deficiencies is as follows:

FY 22 | 10/1/2021 to 9/30/2022
 FY 23 | 10/1/2023 to 9/30/2023
 FY 24 | 10/1/2023 to 9/30/2024

Estimated Cost: \$48,996.00

9130 - [010-199] (Salaries) \$34,297.00
 9130 - [200-299] (Benefits) \$14,699.00

Intervention C (Other)

Provide the following information for Intervention C (Other):

- 1) Brief description and timeline for each service (service must end by 9/30/2024)
- 2) Number of employees and FTE(s) (if applicable)
- 3) Itemized Budget using Function & Object codes (must match Budget Grid)

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

To address the loss of instructional time during summer months, SCS is budgeting \$34,297.00 in salaries and \$14,699.00 in benefits to fund teachers during the month of June (outside of their contract) in the Summer 2023 and Summer 2024 to provide our K-3 Summer Literacy Camp. The camps will run Monday through Thursday during the month of June with a focus on Tier 2 and 3 remediation in literacy. The existing subscription for Dibels, iReady, Accelerated Reader, et al. as well as existing student devices will be used to facilitate instruction. Teachers will be working outside of normal contract hours,

therefore, FTE analysis will not be required. The summer rate of pay is currently \$35.00 per hour. (Note: This budget includes the Summer of 2023 and the Summer of 2024. Summer of 2022 has been budgeted through previous grants.)

Another strategy to address loss of instructional time for SCS students will be the purchase of our iReady subscription during the summer of 2023 and summer 2024. Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), collected data across the country to study the relationship between i-Ready Diagnostics and leading national and state assessments for both English Language Arts (ELA) and Mathematics. Correlations between i-Ready and consortium and state assessments consistently exceed established benchmarks in education. Supporting documentation is attached. The estimated cost below is budgeted to be a one-year renewal in the summer of 2023 and a three two year renewal in the summer of 2024.

Estimated Cost:

9130 - [010-199] (Salaries) \$34,297.00

9130 - [200-299] (Benefits) \$14,699.00

1100 - [300-399] (Salaries) \$177,866.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

[Expand All](#) [Collapse All](#)

There are currently no Goal or Action Step items associated with this Grant.

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions
 	"Other" Intervention Evidence-based Documentation	iReady
 	Supporting Documentation #1	Rhithm
 	Supporting Documentation #2	Nearpod

Checklist Description ([Collapse All](#) [Expand All](#))

- 1. Allocations** OK ▼
 - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** OK ▼
 - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** OK ▼
 - 1. Did the LEA allocate all ARP ESSER State Reserve funds on the budget grid?
 - 2. Did the LEA allocate all ARP ESSER State Reserve funds on the budget details page?
- 4. ARP ESSER State Reserve Allocation** OK ▼
 - 1. Do the expenditures in the narratives match the budget grid?
 - 2. Are the expenditures allowable under the ARP?
 - 3. Are the expenditures reasonable, necessary, and allocable?
 - 4. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention?
 - 5. Did the LEA include the number of personnel and FTE(s) for federally funded personnel?
 - 6. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used?
- 5. Related Documents** OK ▼
 - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?