

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

Thursday, December 9, 2021 8:17 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	8,939,929.00	323,555.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	8,939,929.00	323,555.00
Adjusted Allocation	8,939,929.00	323,555.00
Budgeted	8,939,929.00	323,555.00

### 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.

Grant	Substantially Approved Date
ARP ESSER	11/2/2021
ARP ESSER State Reserve	11/2/2021

	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)	490,496.00	98,733.00	180,000.00	500,000.00	0.00	0.00		0.00	0.00	1,269,229.00	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	200,000.00		0.00		0.00	0.00	200,000.00	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	421,618.00	299,075.00	0.00	0.00		0.00	0.00	720,693.00	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	482,100.00	0.00	0.00	10,000.00		0.00	0.00	492,100.00	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	396,127.00	79,867.00	1,460,000.00	758,188.00	0.00	0.00		0.00	0.00	2,694,182.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	84,000.00	16,911.00	68,246.00	0.00	0.00	0.00		0.00	0.00	169,157.00	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	1,340,989.00	0.00	0.00	1,340,989.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					434,750.00					434,750.00	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)	1,163,450.00	234,205.00	221,174.00	0.00	0.00	0.00		0.00	0.00	1,618,829.00	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	2,134,073.00	429,716.00	2,833,138.00	1,757,263.00	434,750.00	10,000.00	1,340,989.00	0.00	0.00	8,939,929.00	Total
Adjusted Allocation										8,939,929.00	
Remaining										0.00	



## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Marcia A. Smiley

### ARP ESSER Point of Contact

Name \* Marcia A. Smiley

Role \* Superintendent

Phone \* 3346836528

Ext 53001

### 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 Perry County School district plans to use funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning by reviewing the needs assessment completed by the school district and the community.

The Perry County Schools will use the following principles throughout all planning, decision making, and execution of the reopening schools plan.

1. Perry County Schools will be transparent. Perry County Schools will adhere to all State, Federal, and local policies and regulations. Perry County Schools will share what we know and what we don't know and be clear about what we can control and what is outside of our control.
2. Perry County Schools will be equitable. Perry County Schools will center decisions on what is best for all students, families, and educators.
3. Perry County Schools will listen. Perry County Schools will bring together diverse stakeholders and experts to understand realities on the ground and to surface creative solutions.
4. Perry County Schools will put safety first. Perry County Schools will leverage science, data, and public health leadership to inform the choices we make.
5. Perry County Schools will be decisive. Given the size and scope of the challenge, we must move deliberately and make tough choices.

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?

\* The Perry County School District will ensure that the all of the selected 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 by referring to the district's needs assessment to continuously review assess learning loss and the recovery factors. The students will be reviewed on an individual basis by accessing data points derived from formative assessments, benchmark assessments, teacher and counselor observations.

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.

\* All students will be allowed input and access into all facets of the ESSER III program. The programs made available through the ESSER III program will include adaptive capabilities that allow students with varying abilities to be a part of the program.

Perry County Schools will seek to involve 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. Since some parents of ELs are also Non-English Proficient or Limited-English Proficient themselves, they may have difficulty with written and verbal communications with school personnel. If feasible and possible, important school information, forms, notices of meetings, etc. will be translated to a language that can be understood by non-English speaking parents. TRANSACT Compliance and Communication shall be used as needed to produce school information in native language. TRANSACT COMPLIANCE AND COMMUNICATION CENTER The Alabama SDE sponsors statewide, unlimited district access to the TransACT Compliance & Communication Center. This service is being provided by the state for LEAs at no cost to the LEA. TransACT is an on-line service that enables educators to comply with the parental communication requirements mandated by ESSA as well as federal and state requirements to effectively communicate legal and policy matters to parents in languages they can understand. School systems and schools will have access to the following services from TransACT • ESSA Parent Notifications – A collection of more than 44 documents fully supporting the parent communication mandates (Title I, III, IV, X and FERPA) of ESSA available in English, Spanish, Arabic, Hmong, Russian, and Vietnamese. • General Education Parent Notifications – A collection of 60-plus general education letters and forms covering Health and Medical, School Administration, National School Lunch Program, and Special Services. These resources are available in 20-plus priority languages and include all relevant Office for Civil Rights (OCR) guidance information. • Alabama Resources – A collection of Alabama specific documents from the SDE and local districts. • Management System – The site includes a powerful management system that organizes content, manages users, and keeps districts and schools on track to provide timely and consistent communications to staff and parents. Translators fluent in the language identified will be utilized when possible. At the time of enrollment, parents are notified of all programs and services available for their child. This is done in a language they can understand if possible. If parents are not present or if communication could not be established at the time of enrollment, they are notified either in writing (using their home language) explaining the types of programs and services available.

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?

\* The Perry County School District will 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 by conducting the following processes:

1. The Perry County School District's finance department will conduct a month evaluation of the expenditure of funds.
2. The Perry County School District's finance department will conduct quarterly internal audits on the allowable use of the funds.
3. The information will be reported to the board and the community through monthly financial reports and those reports being housed on the district's website.
4. The reports will be readily available for public review.

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

\* The Perry County School System will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of parental and community involvement throughout the life of the ARP ESSER and other relief funds. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be composed of: A. Parent Surveys B. Parent discussion sessions The school district will use the findings of the evaluation about its parental involve policy to: C. Plan the next school year parental involvement activities D. Develop targeted strategies to increase parent/community involvement E. Revise school policy/procedures as needed Parents/community members are enabled to play these key roles: 1. Teacher-help their child complete and understand school assignments 2. Supporter-contribute their skills to the school 3. Advocate-helping their child to receive fair treatment 4. Decision maker-participate in joint problem solving with the school at every level.

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

\* [www.perrycountyal.org](http://www.perrycountyal.org)

#### **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 checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	921,174.00
<input checked="" type="checkbox"/>	Intervention B (Extended Day Programs)	643,522.00
<input checked="" type="checkbox"/>	Intervention C (Comprehensive After-School Programs)	223,290.00
<input type="checkbox"/>	Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/>	Intervention E (Other)	0.00
<b>Total Cost:</b>		<b>1,787,986.00</b>

#### 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

ARP ESSER funds will be used to host a Summer Learning & Summer Enrichment Camp during the summers of 2021-2022, 2022-2023, 2023-2024. The camp will run for 6 weeks for 4 days a week and we will hire 25 teachers each year. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. The camp will include a promotional summer school, credit recovery summer school, assessment boot camps to include, but not limited to ACT and WorkKeys, reading, mathematics, and career and technical education. SREB will be providing job embedded professional development to teachers while modeling instructional strategies with students while teachers observe; which allow the opportunity for teachers to see how the process works with their own students. (See attached job description). Total cost: \$921,174.00

9130 - [010-199] (Salaries) \$524,950.00 | 9130 - [200-299] (Benefits) \$105,673.00

9130 [300-399] (SREB Academic Consultants) \$221,174.00

4120 - [010-199] (Bus Driver Salaries) \$36,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$7,247.00

4120 - [300-399] (Mileage for Buses) \$26,130.00

#### 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)

ARP ESSER funds will be used to host an Extended Day programs for the 2021-2022, 2022-2023, 2023-2024 school years. The extended day programs will include reading and mathematics. The extended day programs will run for 25 weeks for 2 days a week and we will hire 15 teachers each year. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. (See attached job description.) Total Cost: \$643,522.00

9130 - [010-199] (Salaries) \$478,875.00 | 9130 - [200-299] (Benefits) \$96,399.00

4120 - [010-199] (Bus Driver Salaries) \$36,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$7,248.00

4120 - [300-399] (Mileage for Buses) \$25,000.00

### 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)

ARP ESSER funds will be used to host a Saturday School program for the 2021-2022, 2022-2023, 2023-2024 school years. The Saturday program will include all core academic subjects. In an effort to combat the learning loss, the instructional content will be based on deficits determined in the regular classes in terms of mastery and non-mastery of grade and content specific content standards and the compendium of skills. The Saturday School Program will run for 25 weeks for 2 Saturdays a month and will hire 15 teachers each year. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. (See attached job description.) Total Cost: \$223,290.00

9130 - [010-199] (Salaries) \$159,625.00 | 9130 - [200-299] (Benefits) \$32,133.00

4120 - [010-199] (Bus Driver Salaries) \$12,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$2,416.00

4120 - [300-399] (Mileage for Buses) \$17,116.00

### 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).

## 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)	1,065,223.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	580,000.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	2,652,938.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	492,100.00

<input checked="" type="checkbox"/>	Category 5 (Curriculum Materials & Assessments)	300,000.00
<input checked="" type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	50,000.00
<input checked="" type="checkbox"/>	Category 7 (Other) PPE/Spray Service	670,693.00
<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 type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	0.00
<input checked="" type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	1,340,989.00
<b>Total Cost:</b>		<b>7,151,943.00</b>

### 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 employ intervention teachers and paraprofessionals for the 2021-2022, 2022-2023, and 2023-2024 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of intervention teachers and paraprofessionals at each school: Francis Marion School - 2 Intervention Teachers (2.0 FTE) & 2 Paraprofessionals (2.0 FTE); Robert C. Hatch High School- 2 Intervention Teachers (2.0 FTE) & 2 Paraprofessional (2.0 FTE). (See job description in Related Documents section.)

Total cost: \$589,209.00 | 1100 - [010-199] (Salaries) \$490,496.00 | 1100 - [200-299] (Benefits) \$98,733.00

ARP ESSER funds will be used to employ 2 full-time custodians (2.0 FTE) for the 2021-2022, 2022-2023, 2023-2024 school years to assist with cleaning to reduce the spread of infectious disease at each school.

Total cost: \$268,275.00 | 3200-3900 - [010-199] (Salaries) \$223,320.00 | 3200-3900 - [200-299] (Benefits) \$44,955.00

ARP ESSER funds will be used to employ a full time maintenance person (1.0 FTE) for the 2021-2022, 2022-2023, 2023-2024 school years to assist with facility upkeep to reduce the spread of infectious disease at each school.

Total cost: \$207,739.00 | 3200-3900 - [010-199] (Salaries) \$172,807.00 | 3200-3900 - [200-299] (Benefits) \$34,912.00

## 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

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, iPads, iPad charging carts, asynchronous and synchronous devices, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase online subscriptions to the following programs: Acellus, Freckle Math, Freckle Reading, USA Test Prep, Microsoft Office Suite, Glimpse (all subscriptions will expire prior to September 30, 2024).

Total Cost: \$580,000.00 | 1100 - [300-399] (Software License) \$80,000.00 | 1100 - [400-499] (Technology) \$500,000.00

## 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

ARP ESSER funds will be used to replace 59 new air conditioner units that are 16 years or older. All services will be completed by June 2024. Total Cost: \$434,750.00 / 7200 - [500-599] (Capitalized Units) \$434,750.00

ARP ESSER funds will be used to install 153 Ionization systems on each unit. All services will be completed by June 2024. Total Cost: \$225,000.00 / 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$225,000.00

ARP ESSER funds will be used to replace all existing windows to improve air ventilation quality and exterior doors to equip entrances with touch less entry capabilities to aid in mitigating the spread of infectious diseases that are spread through commonly touched surfaces. All services will be completed by September 2024. Total Cost: \$533,188.00 / 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$533,188.00

ARP ESSER funds will be used to replace all flooring with existing carpet to be converted to flooring that is easily cleaned to aid in mitigating the spread of infectious diseases to include classrooms throughout the district and the auditorium at Francis Marion School. All services will be completed by September 2024. Total Cost : \$300,000.00 / 3200 [300-399] (Contractual Services) \$300,000.00

ARP ESSER funds will be used to renovate the weight room at Robert C. Hatch High School and Francis Marion School to increase the square footage, as well as, expand and repair the locker room to assist with social distancing to aid in mitigating the spread of infectious diseases. All services will be completed by September 2024. Total Cost : \$300,000.00 / 3200 [300-399] (Contractual Services) \$300,000.00

ARP ESSER funds will be used to enclose an existing classroom structure at Francis Marion School to aid in increasing the available square footage of classroom space to enhance social distancing measures. All services will be completed by September 2024. Total Cost : \$400,000.00 / 3200 [300-399] (Contractual Services) \$400,000.00

ARP ESSER funds will be used to renovate the locker rooms at both schools on the football field to assist with social distancing to aid in mitigating the spread of infectious diseases. All services will be completed by September 2024. Total Cost : \$400,000.00 / 3200 [300-399] (Contractual Services) \$400,000.00

ARP ESSER funds will be used to renovate a space for a wellness room at both Francis Marion School and Robert C. Hatch High School, which will allow social and emotional relaxation techniques to take place for both students and teachers to including



painting and equipping with furniture necessary for social distancing. All services will be completed by September 2024. Total Cost : \$60,000.00 / 3200 [300-399] (Contractual Services) \$60,000.00

#### 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

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 through the Southern Regional Educational Board to include the 2022-2023 and the 2023-2024 school years. SREB will be providing job embedded professional development to teachers while modeling instructional strategies with students while teachers observe; which allow the opportunity for teachers to see how the process works with their own students. All services will be concluded by September 2024. Total Cost: \$452,100.00 / 2215 [300-399] (Staff Educational Services) \$452,100.00

Conference Attendance: 25 Teachers & 6 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 and July 2023 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage. Total Cost: \$40,000.00 | 2215 - [600-899] (Registration) \$10,000.00 | 2215 - [300-399] (Travel) \$30,000.00 (To include additional conferences during the regular school year that is content specific to increase the knowledge base of teachers.

#### 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

ARP ESSER funds will be used to purchase curriculum supplies and materials to help provide enhanced instructional strategy deliveries to increase student achievement and the attainment of College and Career Ready standards and certifications. All materials will be purchased by the end of the 2023-2024 school year.

Total Cost: \$200,000.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$200,000.00

ARP ESSER funds will be used to purchase equipment for physical education classes covering all athletic sports to increase the amount of equipment to reduce the sharing of equipment thus reducing the spread of infectious diseases. All materials will be purchased by the end of the 2023-2024 school year.

Total: \$100,000.00 - 1100 [300-399] \$100,000.00

#### 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

ARP ESSER funds will be used to purchase family resources to be housed and replenished in each school's family resource center 2021 and 2022. The resources will include technology and online subscriptions for parent training opportunities at both Francis Marion School and Robert C. Hatch High School as well as equipping the parent resource rooms with furniture that will allow for social distancing and comfort for elderly grandparents. All technology and online subscriptions will be purchased by the end of the 2023-2024 school year.

Total Cost: \$50,000.00 | 2190 - [400-499] (Supplies and Materials) \$50,000.00

#### 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)

ARP ESSER funds will be used to purchase a contract for a disinfectant and sanitizer weekly service to aid with reducing the spread of infectious disease and cleaning contaminated areas for the 2021-2022, 2022-2023, and 2023-2024 school years. All materials will be purchased by the end of the 2023-2024 school year. All contractual services will conclude by September 2024. All materials will be purchased by the end of the 2023-2024 school year.

Total Cost: \$670,693.00 | 2190 - [300-399] (Contractual Services ) \$421,618.00 [400-499] (PPE Supplies) \$249,075.00

#### 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.

\* The LEA is not utilizing grant funds for administrative costs. ▼

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.

The Perry County School District is not utilizing grant funds for administrative costs.

### 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.

\* The LEA is utilizing grant funds for indirect costs. ▼

15.00 % - Unrestricted Indirect Cost Rate for LEA

\$1,340,989.35

Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid









6000-6999 (910)

### 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)	<a href="#">Job Descriptions</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">Evidence Based Professional Development</a>
 	Supporting Documentation #1	<a href="#">Supporting Documentation</a>
 	Supporting Documentation #2	

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

<input type="checkbox"/> <b>1. Allocations</b> 1. Review the ARP ESSER allocation for the LEA.	<div>OK ▼</div>
<input type="checkbox"/> <b>2. Assurances</b> 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	<div>OK ▼</div>
<input type="checkbox"/> <b>3. Cover Page &amp; Required Narratives</b> 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?	<div>OK ▼</div>
<input type="checkbox"/> <b>4. Budget Grid</b> 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?	<div>OK ▼</div>
<input type="checkbox"/> <b>5. LEA Reservation to Address Loss of Instructional Time</b> 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?	<div>OK ▼</div>
<input type="checkbox"/> <b>6. Remaining ARP ESSER Fund Uses</b> 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?	<div>OK ▼</div>
<input type="checkbox"/> <b>7. Administrative Costs</b> 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? <b>If the LEA selected yes, then...</b> 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?	<div>Not Applicable ▼</div>
<input type="checkbox"/> <b>8. Indirect Costs</b> 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?	<div>OK ▼</div>

**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**

OK ▼

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	0.00	0.00	0.00	0.00		0.00	0.00	0.00	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)	36,000.00	7,248.00	45,000.00	0.00	0.00	0.00		0.00	0.00	88,248.00	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)	195,761.00	39,546.00	0.00	0.00	0.00	0.00		0.00	0.00	235,307.00	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	231,761.00	46,794.00	45,000.00	0.00	0.00	0.00	0.00	0.00	0.00	323,555.00	Total
Adjusted Allocation										323,555.00	
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.

\* The Perry County School District will ensure that all of the selected 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 by referring to the district's needs assessment to continuously review assess learning loss and the recovery factors. The students will be reviewed on an individual basis by accessing data points derived from formative assessments, benchmark assessments, teacher and counselor observations.

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).

\* Identification of students experiencing problems reaching the proficient and advanced levels of student achievement will be done through analysis of assessment data. Instructional and/or intervention strategies will be developed and implemented once students have been identified. These strategies may include tutorial sessions during the normal school day, extended day programs, small group/individualized instruction, and the use of materials and/or strategies that are based upon research based principles, summer school program, computer software programs, etc. Students who are experiencing difficulties in core subjects (especially reading) are identified as at risk. Those include students scoring not proficient on the ACAP testing. Other at-risk factors include, but are not limited to excessive absences, transience (transfers), economically disadvantaged, limited-English proficiency, etc. Teachers employ various instructional strategies to ensure the needs of all students are met. Such strategies are based on students' achievement levels, developmental levels, learning styles, academic areas, etc. Such strategies include but are not limited to: (1) the implementation of a scientifically research-based reading program (2) the utilization of interactive networked computerized classrooms (3) the development of intervention plans for struggling readers (4) the reduction of pupil/teacher ratio (5) planned field trips associated with units of study (6) the utilization of assessment data to plans for instruction One major reform strategy that has been utilized and will be expanded is the development and implementation of a discipline based arts program to increase student interest by capitalizing on their talents, theirs, directly impacting student achievement. Various strategies will be utilized to address the needs of all students in the district, but particularly the needs of low-achieving students and those at risk of not meeting the state student academic achievement standards.

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.

\* Identification of students experiencing problems reaching the proficient and advanced levels of student achievement will be done through analysis of assessment data. Instructional and/or intervention strategies will be developed and implemented once students have been identified. These strategies may include tutorial sessions during the normal school day, extended day programs, small group/individualized instruction, and the use of materials and/or strategies that are based upon research based principles, summer school program, computer software programs, etc. Students who are experiencing difficulties in core subjects (especially reading) are identified as at risk. Those include students scoring not proficient on the ACAP testing. Other at-risk factors include, but are not limited to excessive absences, transience (transfers), economically disadvantaged, limited-English proficiency, etc. Teachers employ various instructional strategies to ensure the needs of all students are met. Such strategies are based on students' achievement levels, developmental levels, learning styles, academic areas, etc. Such strategies include but are not limited to: (1) the implementation of a scientifically research-based reading program (2) the utilization of interactive networked computerized classrooms (3) the development of intervention plans for struggling readers

(4) the reduction of pupil/teacher ratio (5) planned field trips associated with units of study (6) the utilization of assessment data to plans for instruction One major reform strategy that has been utilized and will be expanded is the development and implementation of a discipline based arts program to increase student internet by capitalizing on their talents, theirs, directly impacting student achievement. Various strategies will be utilized to address the needs of all students in the district, but particularly the needs of low-achieving students and those at risk of not meeting the state student academic achievement standards.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	48,815.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	48,815.00
<input checked="" type="checkbox"/>	Intervention C (Other)	225,925.00
	K-3 Literacy and Learning Loss	
<b>Total Cost:</b>		<b>323,555.00</b>

### 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

ARP ESSER funds will be used to host Summer Programs for the 2021-2022 and 2022-2023 school years. The summer programs will include reading and mathematics instructional content for grades K – 12. In an effort to combat the learning loss, the instructional content will be based on deficits determined in the regular classes in terms of mastery and non-mastery of grade and content specific content standards and the compendium of skills. The summer program will accentuate learning loss as well as enrichment for the students who have demonstrated mastery for all of the grade level content standards from the previous school year. The summer programs will run for 6 weeks for 4 days a week and will hire approximately 15 teachers. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. (See attached job description.) Total Cost: \$48,815.00

9130 - [010-199] (Salaries) \$16,138.00 | 9130 - [200-299] (Benefits) \$3,261.00

4120 - [010-199] (Bus Driver Salaries) \$12,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$2,416.00

4120 - [300-399] (Mileage for Buses) \$15,000.00

### 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)

ARP ESSER funds will be used to host an Extended Day programs for the 2021-2022 and 2022-2023 school years. The



extended day programs will include reading and mathematics instructional content for grades K – 12. In an effort to combat the learning loss, the instructional content will be based on deficits determined in the regular classes in terms of mastery and non-mastery of grade and content specific content standards and the compendium of skills. The extended day programs will run for 25 weeks for 2 days a week and will hire approximately 7 teachers. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. (See attached job description.) Total Cost: \$48,815.00

9130 - [010-199] (Salaries) \$16,138.00 | 9130 - [200-299] (Benefits) \$3,261.00

4120 - [010-199] (Bus Driver Salaries) \$12,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$2,416.00

4120 - [300-399] (Mileage for Buses) \$15,000.00

### 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).

ARP ESSER funds will be used to host an Extended Day programs and Summer Literacy Programs for the 2021-2022, 2022-2023, and 2023-2024 school years. The extended day programs will include reading and mathematics. The Summer Literacy Program will focus specifically on reading in grades K-3. In an effort to combat the learning loss, the instructional content will be based on deficits determined in the regular classes in terms of mastery and non-mastery of grade and content specific content standards and the compendium of skills. A special focus will be placed on the K-3 literacy in terms of addressing deficits as a result of analyzing the benchmark assessments and progress monitoring results. The following content and grade level skills will be addressed: phonological awareness, phonics, vocabulary, fluency, comprehension, and language development, as well as, dyslexia-specific intervention. The extended day programs will run for 25 weeks for 2 days a week 36 teachers over the course of 3 years. The summer program will accentuate learning loss as well as enrichment for the students who have demonstrated mastery for all of the grade level content standards from the previous school year. The summer programs will run for 6 weeks for 4 days a week over the course of 3 years and will hire approximately 15 teachers. The bus drivers will be hired based on the number of students who enroll in the program and require transportation. (See attached job description.) Total Cost: \$225,925.00

9130 - [010-199] (Salaries) \$163,485.00 | 9130 - [200-299] (Benefits) \$33,024.00

4120 - [010-199] (Bus Driver Salaries) \$12,000.00 | 4120 - [200-299] (Bus Driver Benefits) \$2,416.00









4120 - [300-399] (Mileage for Buses) \$15,000.00

### 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)	<a href="#">Extended Day Job Description</a>
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

- |  |      |
|--|------|
| <input type="checkbox"/> <b>1. Allocations</b>   | OK ▼ |
| 1. Review the ARP ESSER State Reserve allocation for the LEA.  |      |
| <input type="checkbox"/> <b>2. Required Narratives</b>   | OK ▼ |
| 1. Did the LEA answer all the required narratives?   |      |
| <input type="checkbox"/> <b>3. Budget Grid</b>   | 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?  |      |
| <input type="checkbox"/> <b>4. ARP ESSER State Reserve Allocation</b>  | 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?                              |      |
| <input type="checkbox"/> <b>5. Related Documents</b>   | OK ▼ |
| 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?                      |      |