

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

Friday, December 10, 2021 7:16 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	21,553,432.00	1,001,511.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	21,553,432.00	1,001,511.00
Adjusted Allocation	21,553,432.00	1,001,511.00
Budgeted	21,553,432.00	1,001,511.00

### 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	9/21/2021
ARP ESSER State Reserve	9/21/2021

	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)	6,114,755.94	2,217,415.87	1,354,381.58	526,660.00	0.00	0.00		0.00	0.00	10,213,213.39	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)	37,412.70	7,587.30	0.00	0.00		0.00		0.00	0.00	45,000.00	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)	260,549.84	99,741.17	171,300.00	150,000.00		0.00		0.00	0.00	681,591.01	Health Services (2140)
Social Services (2150)	239,496.52	103,511.48	0.00	0.00		0.00		0.00	0.00	343,008.00	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)	335,441.49	117,118.52	0.00	0.00	0.00	0.00		0.00	0.00	452,560.01	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	69,480.57	32,519.43	0.00	0.00	0.00	0.00		0.00	0.00	102,000.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	550,752.41	169,292.59	60,000.00	0.00	0.00	0.00		0.00	0.00	780,045.00	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)	367,734.20	112,016.48	0.00	0.00	0.00	0.00		0.00	0.00	479,750.68	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	30,720.00	0.00	0.00	0.00		0.00	0.00	30,720.00	Security Services (3100)
Operations and Maintenance	42,628.18	27,371.84	0.00	86,177.40	0.00	0.00		0.00	0.00	156,177.42	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	1,386,948.96	0.00	0.00	1,386,948.96	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					6,461,365.80					6,461,365.80	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)	71,757.57	14,552.44	224,101.72	110,640.00	0.00	0.00		0.00	0.00	421,051.73	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	8,090,009.42	2,901,127.12	1,840,503.30	873,477.40	6,461,365.80	0.00	1,386,948.96	0.00	0.00	21,553,432.00	Total
Adjusted Allocation										21,553,432.00	
Remaining										0.00	



## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Tony Reddick

### ARP ESSER Point of Contact

Name \* Cory Skelton

Role \* CSFO

Phone \* 256-549-2905

Ext

### 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?

\* Recognizing the risk and consequences of a COVID spread, the LEA seeks to first evaluate where and how potential risks might occur. A thorough evaluation of each facility, especially those that house students, is expected to reveal areas that are most susceptible to entry of a virus, including through air vents, windows, doors, and on individuals who may enter each facility. Among the prevention strategies that are currently in place are the continued encouragement to where face coverings, proper spacing of students and staff in hallways as well as the classroom, regular sanitization of buildings and equipment, and continuous dissemination of mitigation strategies. In order to continuously and safely operate schools for in-person learning, the LEA intends to install HVAC and filtering units throughout schools that are inadequately equipped, as well as to provide more effective filtering equipment. Additionally, the LEA intends to limit access to school buildings to students, staff, and essential workers, thus requiring the purchase of alarm devices and mobile stations for access to individuals who would otherwise be regularly permitted to entered the enclosed, safe environment. The LEA will provide additional petitions for student and teacher desks as needed and employ additional staff to reduce class size or provide intervention as needed.

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 LEA will survey the entire student population to identify each subgroup and by using historical data or by additional survey, identify the needs of each sub-group that have not already been identified based on specific subject area performance. Evidence-based interventions will then be researched and practiced. They are to include: context and setting, participants, intervention agents, description of practice, implementation fidelity, internal validity, outcome measures and dependent variables, and data analysis. Baseline interventions such as pre and post tests will be utilized. Both qualitative and quantitative data will be disaggregated to determine the effect of outcomes for each sub-group.

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.

\* Services are provided to and for all students with an increased emphasis on helping the at-risk students who are enrolled or may enroll (migratory, EL, students with disabilities, homeless, foster care, neglected/delinquent, and economically disadvantaged) to achieve local and state goals of high achievement. Measures to be used toward achieving these goals and making revisions when appropriate, are addressed by the School Advisory Committee, RtI, and LEA District Leadership Team. The District conducts data meetings with all schools in the district. The data meetings focus on the district data as a whole and each individual school's data. During these meetings instructional adjustments are discussed. Each school administrator then takes the information shared and plans their own school based data meetings. The LEA also visits each school multiple times during the year to check on data progress, program implementation and to provide targeted support as needed. The LEA offers support and guidance with the RTI process and Dyslexia process. The LEA offers guidance and support to each

school as they prepare their school CIP. Although each CIP is written to meet the Every Student Succeeds Act (ESSA) each varies in composition and strategies to meet the individual needs of each school and its students. In grades K-3, students are assessed using the DIBELS as well as informal instruments to identify reading levels and areas of weakness. This instrument provides data in the five critical areas of reading that can be interference to successful reading. Teachers will use this data to drive instructional strategies. Identified students who have academic difficulty (D's and F's) on report cards; baseline scores from instructional software, STAR Reading, STAR Math and ACT indicating little or no progress may be referred to the RTI team for tiered intervention. Emphasis is placed on prevention at the elementary level so that students will be able to function effectively at the middle and high schools. Teachers will provide instruction-using evidence based resources and strategies. A plan of action will be formulated for each student failing to meet proficient or advanced levels of academic achievement. Results of all assessments are analyzed annually for comparability. The EL Coordinator and EL staff meet regularly for departmental meetings to discuss program needs, student needs and progress, and review program implementation. EL staff and core teachers use data collected from student work samples and English proficiency assessment results to determine student needs and goals. State required assessment results are analyzed annually at all school levels in combination with other academic achievement measures (universal screening assessments, progress monitoring assessments, grades, etc.) to determine comprehensive needs and instructional strategies to target areas of growth. Parent conferences for identified students will be held to discuss at home strategies and to provide parents with information on how to increase school support. Students who are identified as experiencing severe problems may be referred to the Multidisciplinary Committee which is comprised of many county agencies such as Mental Health, Health Department, Youth Services, Department of Human Resources (DHR), Alabama School for the Deaf and Blind, Children's Rehabilitative Services.

Qualification of prospective employees will be closely reviewed and documented to ensure that required qualification are met. Current employees not meeting the new requirements of being properly certified will be notified that they must meet the requirements within the specified time. Services and programs will be designed and implemented to assist these persons in meeting employment requirements if they choose to do so. The primary goal of Gadsden City Schools professional development (PD) is to provide comprehensive, capacity building to assist schools in making standards-driven instruction work for students and teachers included in their Continuous Improvement Plan.

In recognition that the parent is the child's first and most important teacher and the parent's continued involvement is essential for the success of the child, the Gadsden City Board of Education is committed to building a strong parent and family-school partnership. Understanding the significant impact family engagement has on a child's educational success, Gadsden City Schools promotes and encourages parents and families, school personnel, local daycare providers, and Head Start to be involved in all aspects of their child's/student's education. The Gadsden City Board of Education Parent/Family and Community Coordinator shall develop with the LEA Advisory Council composed of parents, teachers, community representatives and administrators, a written policy in accordance with ESSA describing implementation of programs and requirements. The committee will meet annually to review, discuss, and revise the Parent and Family Engagement Policy. All members of the Advisory Committee will be encouraged to actively participate in the process. During the LEA Advisory Committee meetings, Title I, Title II, and other federal programs will be reviewed, discussed, and modified. The proposed plans and budgets will be submitted to the Advisory Committee for discussion. Data will be presented and discussed. The data will be used to determine the instructional focus for the upcoming year. After the plans and budgets are agreed upon, they are sent to the schools for implementation. Schools use parent surveys to gain knowledge of strengths, weaknesses and give parents an opportunity to share their suggestions.

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 CSFO and the bookkeepers in each department will monitor all POs and spending to be sure it is on the approved application. Each PO will go through the proper process that is already in place by board policy. They will be signed off on by the requestor, director and superintendent. The CSFO will be in charge of reporting back to the community in the monthly open board meetings.

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

\*

The LEA will seek partnerships with community agencies whose services directly impact students and their families. That will allow for an additional means of communication with parents. The LEA will continue to utilize its normal means of communicating with parents as well. These include electronic messaging, written and oral communication, invitations to celebrate the success of the subgroups of students, and offers for parents and families to directly engage in decisions about the use of funds.

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

\* <http://www.gcs.k12.al.us/school-opening-plans-2021-2022/>

#### **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)	1,634,036.91
<input checked="" type="checkbox"/>	Intervention B (Extended Day Programs)	2,495,349.49
<input checked="" type="checkbox"/>	Intervention C (Comprehensive After-School Programs)	181,300.00
<input type="checkbox"/>	Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/>	Intervention E (Other)	0.00
<b>Total Cost:</b>		<b>4,310,686.40</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 employ teachers and staff to conduct a summer literacy program within the districts. Teachers and staff will work on literacy skills with high risk students focusing on grades kindergarten through third grade as part of the Alabama Literacy Act. Timeline: Implementing fiscal year 2022 for the next three years.

ARP ESSER funds will be used to pay a stipend to teachers and staff to conduct the district annual kinder camp. This camp provides incoming kindergarteners with a chance to become familiar with the school campus and helps with their transition with the regular school day and routine. Timeline: Implementing fiscal year 2022 for the next three years.

Using ARP ESSER funds the promotion coach will be employed during the 2022-2024 summer months to oversee & manage the use of Edgenuity to recover credits for identified students. The promotion coach will also oversee & manage the use of Edgenuity and other available system resources to enable Level 1 & 2 English learners (EL) to earn core credits during the summer months thus enabling EL students to remain with their cohort and graduate on time. The promotion coach will devise individual plans for high school students who are missing credits necessary for graduation. Plans will include the following: repeating courses in summer school, credit recovery for eligible courses, remediation activities for specific standards and skills, plan for CCR for those students entering senior year who have not acquired credentials.

Admissions Administrator will serve as a system-wide admissions administrator for grades K-8. Having one central administrator in charge of admissions will have the following effects: consistent admissions for all schools, eliminate delays in

acquiring documents required for admissions which will enable students to enroll in schools faster to prevent future learning loss, enable schools to identify student needs and address those as soon as possible, and give school counselors additional time to address mental health needs of students; because of the pandemic, counselors are seeing more students with mental health needs which often times have an adverse effect on learning.

Middle school counselors' have a nine-month contract. Additional days in the summer will allow counselors more time to compile data, organize records, and schedule students. With more time, counselors can provide direction for student schedules and work with school administrators to ensure that all students are in classes that meet their needs while allowing for intervention as needed to address learning loss.

Computer technician will work in the summer for two years to assist with technology activities related to summer school, literacy camp, and kinder camps. Maintain software and district technology networks.

Resource Teacher (qty 2) at Parent Teacher Resource Center. To help address learning loss and to help all students master grade-level standards, the Parent Teacher Resource Center resource teacher will do the following: 1) prepare student/parent home practice, remediation, and enrichment packets for each standard in all core subjects grades K-12, 2) guide parents on working with students through packets provided; host parent workshops on topics as needed, 3) serve as the virtual teacher grades K-6 for all students who are granted virtual status, 4) assist teachers in researching, gathering, and preparing classroom materials including those for student use, classroom use (anchor charts and similar materials), and school-wide use, 5) assist with parent engagement activities including PTSO and Open House events at various schools; provide handouts and information to parents about the Parent Teacher Resource Center, 6) fill-in for classroom teachers and assist with individual school and classroom needs during the following situations: medical leave, professional development, RTI, ACIP, and data meetings/planning activities, classroom size reduction needs, staffing hard to fill situations, and school emergency needs, 7) assist administrators in preparing materials for school and parent events.

Summer cleaning supplies provided to schools to maintain daily upkeep and maintenance of classrooms, school restrooms, and other school facilities utilized by summer camps during the summer periods of 2022-2024.

1100 - [010-199] (Salaries) \$981,091.62 | [200-299] (Benefits) \$198,965.40

2120 - [010-199] (Salaries) \$37,412.70 | [200-299] (Benefits) \$7,587.30

2190 - [010-199] (Salaries) \$49,482.79 | [200-299] (Benefits) \$18,675.11

2215 - [010-199] (Salaries) \$68,501.16 | [200-299] (Benefits) \$22,532.04

2310 - [010-199] (Salaries) \$169,723.48 | [200-299] (Benefits) \$51,699.91

3200 - [400-499] (Materials & Supplies) \$28,365.40

### **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 purchase the reading intervention program Lexia. Lexia CORE 5 reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to reading to reading to learn. Students can utilize this program during the school day and after school hours. Timeline: Implementing fiscal year 2022 for the next three years

ARP ESSER funds will be used to purchase JumpStart Test Prep, a evidence-based ACT test prep program for the Gadsden City High School After-School program. JumpStart will provide individualized test prep instruction based on students' needs with the assistance of an ACT certified teacher one day a week. This program is computer-based along with individualized practice workbooks that allow students to remediate skill deficiencies and practice concepts mastered with videos that break down each individual question. This programming will begin 10/2021 and run through 6/2024.

ARP ESSER funds will be used to purchase subscriptions for RTI RAILS Software for the 2021-2022, 2022-2023 and 2023-2024 school years. Academic and behavioral information gathered in the afterschool intervention programs will be uploaded into the software program to be shared with each schools' RTI team.

ARP ESSER funds will be used to employ three system-wide nurses for the systems afterschool programs for the 2021-2022, 2022-2023, and 2023-24 school years. The nurses at a minimum will act in an advisory capacity to address the health and safety needs of students.

ARP ESSER funds will be used during the 2021-2022, 2022-2023 and 2023-2024 school years to employ two teachers and two assistants at each school with an afterschool program not funded by other sources. In addition, one program coordinator and one programming secretary will be employed to manage daily operations, scheduling and materials acquisitions and inventory.

ARP ESSER funds will be used to furnish materials and supplies during the 2021-2022, 2022-2023, 2023-2024 school years for the system's afterschool program. The program aligns with the regular academic school day to provide additional academic time to address needs brought about as a result of learning loss. Materials and supplies will include but not be limited to helping improve math, reading/language arts/literacy, and science. Complementing this primary focus, Gadsden City Schools supplement students' regular academic school day by creating a rich variety of classes and activities outside of the instructional day. ARP ESSER funds will be used to purchase STEAM materials, ACT practice materials, resources for fine arts, robotics, general supplies, 3D printing, and coding materials.

Gadsden City Schools supplement students' regular academic school day by creating a rich variety of classes and activities outside of the instructional day. ARP ESSER funds will be used to provide STEAM activities, ACT practice opportunities, activities addressing health and wellness, social emotional learning, resources for fine arts, robotics, 3D printing, and coding activities.

ARP ESSER funds will be used to purchase the program, Renaissance to assist in the consistent need for ongoing progress monitoring for data driven instruction. Renaissance motivates, monitors, and manages students' independent reading and math practice with Accelerated Reader and Accelerated Math. This program can be used in-person, remote, and/or hybrid instruction. Timeline: Implementing fiscal year 2022 for the next three years.

A portion of the cost of facility improvements will be attributed to summer learning. Installing HVAC units at four elementary schools in the community gyms to enhance their non-existent ventilation systems. Twelve new Carrier HVAC units will replace poor performing units at Gadsden City High School. This includes the 4 in the competition gym, 4 in the auditorium and stage area, 2 in the band room, 2 in lunchroom. Each elementary and middle school will have main entryway doors and window package replaced as well as flooring replaced at one elementary school.

1100 - [300-399] (Purchased services) \$426,450.60

2140 - [010-199] (Salaries) \$56,322.06 | [200-299] (Benefits) \$10,796.94

7200 - [500-599] (Capital outlay) \$1,580,728.16

9130 - [010-199] (Salaries) \$71,757.57 | [200-299] (Benefits) \$14,552.44 | [300-399] (Purchased services) \$224,101.72 | [400-499] (Materials & Supplies) \$110,640.00

### **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)

Tele Therapy Alabama Peds - ARP ESSER funds will be used to contract with an outside agency to provide speech, physical therapy and occupational therapy. The outside agency, Alabama Pediatrics Therapy Services will provide after school services in the area of physical therapy, occupational therapy, and speech therapy for special education students who cannot receive these services in the regular school setting. Example, medically fragile children and parentally placed private school students. Timeline: Implementing fiscal year 2022

ARP ESSER funds will be used to contract with an outside agency to provide occupational therapy services. The outside agency, TSB Therapy, will be used to assist in the consistent increase of special education students who need occupational therapy. In addition, TSB will work with regular and special education teachers to ensure students with occupational needs are addressed in the classroom. Timeline: Implementing fiscal year 2022 for the next three years.

ARP ESSER funds will be used to purchase training for RTI RAILS Software for the 2021-2022, 2022-2023 and 2023-2024 school years. Trainings will be provided to all schools within the system and will be both onsite and virtual. All trained personnel will be able to upload Tier I, II and III information into the software program to be shared with each schools' RTI team.

2140 - [300-399] (Purchased services) \$171,300.00

2215 - [300-399] (Purchased services) \$10,000.00

### **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)	9,262,756.02
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	951,930.98
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	4,880,637.64
<input checked="" type="checkbox"/> Category 4 (Professional Development)	50,000.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	327,660.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Health and maintenance supplies	382,812.00
<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)	1,386,948.96
<b>Total Cost:</b>	<b>17,242,745.60</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 an additional self-contained teacher for the fiscal year of 2022 to assist with the consistent increase of special education students who need a more restrictive environment within the district.

ARP ESSER funds will be used to employ special education aides for the 2021-2022, 2022-2023, and 2023-2024 school year to assist with the consistent increase of special education students with high needs within the district. In addition, these aides will assist the special education teachers and regular classroom teachers to ensure special education students are receiving FAPE.

ARP ESSER funds will be used to employ a licensed American Sign Language interpreter for the 2021-2022 school year to provide interpreting services to students within the district who are hearing impaired/deaf and the IEP team has determined interpreting services are needed to provide FAPE to these students.

ARP ESSER fund will be used to employ registered behavioral technicians (RBT) to assist with the consistent increase of special education students who need intensive behavioral intervention and applied behavioral analysis within the district so FAPE can be provided in their least restrictive environment.

ARP ESSER funds will be used to provide a stipend for the special education specialist at Gadsden City High School to assist with the consistent increase of special education students on the secondary level within the district. In addition, the specialist will work with the special education staff and regular classroom teacher to ensure Individualized Education Plans are being implemented and accommodations and modifications are being provided for all special education students. Timeline: Implementing fiscal year 2022 until fiscal year 2024

ARP ESSER funds will be used to employ a licensed practical nurse for the system's collaborative special education preschool to assist with the consistent increase of special education preschool students with medical needs including, but not limited to, feeding tubes, heart caths, catheters, etc. Timeline: Implementing fiscal year 2022 until fiscal year 2023

ARP ESSER funds will be used to increase one current LPN nurse rate of pay to that of a RN rate of pay for the 2021-2022, 2022-2023 and 2023-2024 school years. Schools with students who have certain chronic health conditions such as diabetes or with invasive procedures are required to maintain an RN on site during the school day. This increase in pay reflects the current nurse's RN license. (See job description in Related Documents section.)

ARP ESSER funds will be used to employ a part time special education aide to work with the system's psychometrist to assist with the consistent increase of special education testing for initial referrals and reevaluations within the district. In addition, this aide will assist with conducting vision and hearing screenings within the district.

Using ARP ESSER funds the promotion coach will be employed during the 2022-2024 summer months to oversee & manage use of Edgenuity to recover credits for identified students. The promotion coach will also oversee & manage the use of Edgenuity and other available system resources to enable Level 1 & 2 English learners (EL) to earn core credits during the summer months thus enabling EL students to remain with their cohort and graduate on time. Job description attached. (See job description in Related Documents section.)

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022, 2022-2023, and 2023-2024 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.

Full time subs – Having a full time sub in each secondary school will help GCS address learning loss in the following ways:  
1) Since subs are in the same building regularly, they will know the students and the procedures of the school which will allow for more continuity if a teacher is absent, 2) Full time subs can assist with clerical tasks such as copying instructional materials and data reports which will allow classroom teachers more time to plan effectively to meet individual student needs, 3) Professional development opportunities including data meetings, horizontal and vertical team meetings can be more consistently scheduled and more productive.

Interventionist at each school – Each school will have an interventionist who will work to address student learning loss in the following ways: 1) Analyzing student data to help identify students who lack proficiency on specific skills, 2) Work with students individually or in small groups to help students master specific skills and meet grade level standards.

15 Fine Arts teachers for 3 years - our fine arts department has been funded through our City for 16 years. We are the only school system in the state of Alabama that has not had breaks in their fine art electives. We are very proud of our fine arts departments and all it offers our kids. These teachers serve all 12 schools and provide drama, choral, band, art, ceramics, etc that they would not receive elsewhere.

Truancy officer to investigate cases of unexcused absences, conduct home visits, interpret and communicate compulsory attendance laws and school policy to parents and students, confer regularly with teachers, counselors, principals, and other staff to identify problems of student truancy.

Employ three social workers to help students and their families excel at school and at home. Counsel students by meeting with them to discuss issues and root causes, help student with learning problems such as dyslexia and attention deficit disorder, or social problems, including poverty.

Employ Director of School Improvement and Accountability to develop and implement the LEA's Continuous Improvement Plan (CIP), assist in planning training sessions, workshops, and PD. Provide leadership and coordination of CIP with the regular classroom program, assist the classroom teacher and administrator in identifying the student's academic strengths and weaknesses in core subjects, and recommends ways to meet the special learning needs to students.

ARP ESSER funds will be used to employ a special education preschool director at Gadsden Family Literacy center to assist in the consistent increase of special education preschool students within the district. In addition, the director will supervise, coordinate, and implement the special education services for preschoolers who have been identified as needing special education services. Timeline: Implementing fiscal year 2022 for the next three years

ARP ESSER funds will be used to employ a receptionist for the Gadsden Family Literacy Center, which is a collaborative preschool program for preschoolers with special needs, to assist in the consistent increase in the population of special education preschoolers within the district. Timeline: Implementing fiscal year 2022 for the next three years.

ARP ESSER funds will be used to hire a custodian to be used system wide to fill in when there is a absent custodian at one of our campuses to help mitigate and control the spread of covid-19.

ARP ESSER funds will be used to employ aides for all the eight elementary schools within the district to assist in the consistent increase of needs for all students at the elementary level. These aides will assist with intervention for at-risk students, cover classes for grade level meetings, and much more. Timeline: Implementing fiscal year 2022 for the next three years.

1100 - [010-199] (Salaries) \$5,133,664.32 | [200-299] (Benefits) \$2,018,450.47

2140 - [010-199] (Salaries) \$204,227.78 | [200-299] (Benefits) \$88,944.23

2150 - [010-199] (Salaries) \$239,496.52 | [200-299] (Benefits) \$103,511.48

2190 - [010-199] (Salaries) \$285,958.70 | [200-299] (Benefits) \$98,443.41

2210 - [010-199] (Salaries) \$69,480.57 | [200-299] (Benefits) \$32,519.43

2215 - [010-199] (Salaries) \$482,251.25 | [200-299] (Benefits) \$146,760.55

2310 - [010-199] (Salaries) \$198,010.72 | [200-299] (Benefits) \$60,316.57

3100 - [300-399] (Purchased services) \$30,720.00

3200 - [010-199] (Salaries) \$42,628.18 | [200-299] (Benefits) \$27,371.84

## 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 iPads to increase academic technology usage and improve students who are on the Alabama Alternate Standards performance. These ipads will be used to help these students with academic growth, communication, and positive behavioral support. Service repair for student chromebooks is also needed. Timeline: Implementing fiscal year 2022

ARP ESSER funds will be used to purchase a curriculum, Unique Learning System/N2Y to assist with instruction for the whole students who are in the district's more restrictive environment and are currently instructed on the Alabama Alternate Standards. This program includes instruction in behavior and classroom management, instructional tools for development of lessons for students on the alternate standards, current events, symbol-supported communication and learning tool, hands-on



symbol-supported visual vocabulary, and educational games for high-interest skills practice. Timeline: Implementing fiscal year 2022

Powerschool Enrollment Express is a lightweight, configurable online product that addresses registration for our students and parents from within the Powerschool SIS. It will help ensure that we have secure, accurate data and allows the district to quickly and easily edit forms to best fit school and district needs.

Google Enterprise will be utilized to enhance the online instruction opportunities for our students. It provides 1) Custom and secure e-mail and eDiscovery, retention, S/MIME encryption, 2) 250 participant video meetings and recording, attendance tracking, noise cancellation, and in-domain live streaming. (Critical to our online instructional efforts), 3) Unlimited storage for our students and staff.

Studies Weekly is a periodical for students. It is an engaging curriculum that has hands-on activities that can be used in the classroom.

Mystery Science is on-the-go science lessons. There are hands-on activities that lead students in the direction of science and engineering

1100 - [300-399] (Purchased services) \$927,930.98 | [400-499] (Materials & supplies) \$24,000.00

### 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 install HVAC units at four elementary schools in the community gyms to enhance their non-existent ventilation systems. Twelve new Carrier HVAC units will replace poor performing units at Gadsden City High School. This includes the 4 in the competition gym, 4 in the auditorium and stage area, 2 in the band room, 2 in lunchroom. Each elementary and middle school will have main entryway doors and window package replaced as well as flooring replaced at one elementary school.

7200 - [500-599] (Capital outlay) \$4,880,637.64

### 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 contract with Solution Tree for workshops during the 2021-2022 and 2022-2023 school years that will refine current assessment, intervention, homework, and lesson designs based on high-quality, research-affirmed criteria at the secondary level.

ARP ESSER funds will be used to provide workshops for staff on Attention-Deficit/Hyperactivity Disorder and Executive Functions. The workshops will be held at all twelve schools.

2215 - [300-399] (Purchased services) \$50,000.00

### 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

ARP ESSER funds will be used to purchase supplies, materials, and services for the National Scholars' Team to help to increase student achievement. These will include actual assessments, trainings, tournaments and general supplies. All services will be purchased by the end of the 2023-2024 school year. School supplies for 3 years - all 12 schools will provide the most needed/common items at the start to each school year for every student.

1100 - [400-499] (Materials & supplies) \$327,660.00

### 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)

ARP ESSER funds will be used to purchase privacy screens to assist with the management of students with chronic health conditions that require invasive procedures. Privacy screens will provide additional safety for the student thereby minimize barriers to student learning.

ARP ESSER funds will be used to enhance and expand Physical Education programs at all of our twelve schools. Resources targeting cardio, strength, and health training will be purchased. We will be able to provide more opportunities for students to learn active life skills. Months of school closures have prevented many students from engaging in the regular activity they would get during recess and physical education class. Being active may help reduce one's risk for COVID-19 or reduce the strength of symptoms if one does become sick.

Cleaning supplies for 1 year - each school gets \$10/student preschool to spend on cleaning supplies for their school.

1100 - [400-499] (Materials & supplies) \$175,000.00

2140 - [400-499] (Materials & supplies) \$150,000.00

3200 - [400-499] (Materials & supplies) \$57,812.00

#### 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.

N/A

#### 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. ▼

7.47 % - Unrestricted Indirect Cost Rate for LEA

\$1,610,041.37 Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid









6910/910

## 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	
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

<input type="checkbox"/> <b>1. Allocations</b>	<input type="text" value="OK"/> ▼
1. Review the ARP ESSER allocation for the LEA.	
<input type="checkbox"/> <b>2. Assurances</b>	<input type="text" value="OK"/> ▼
1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?	
<input type="checkbox"/> <b>3. Cover Page &amp; Required Narratives</b>	<input type="text" value="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?	
<input type="checkbox"/> <b>4. Budget Grid</b>	<input type="text" value="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?	
<input type="checkbox"/> <b>5. LEA Reservation to Address Loss of Instructional Time</b>	<input type="text" value="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?	
<input type="checkbox"/> <b>6. Remaining ARP ESSER Fund Uses</b>	<input type="text" value="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?	
<input type="checkbox"/> <b>7. Administrative Costs</b>	<input type="text" value="OK"/> ▼
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?	
<input type="checkbox"/> <b>8. Indirect Costs</b>	<input type="text" value="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**

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)	118,841.87	24,101.13	0.00	0.00	0.00	0.00		0.00	0.00	142,943.00	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)	617,511.61	125,231.41	106,824.98	9,000.00	0.00	0.00		0.00	0.00	858,568.00	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	736,353.48	149,332.54	106,824.98	9,000.00	0.00	0.00	0.00	0.00	0.00	1,001,511.00	Total
Adjusted Allocation										1,001,511.00	
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.

\*  
STAR Early Literacy is used in grades K-1 as a screener and for progress monitoring.

Amplify (DIBELS) is administered three times a year to grades K-3. A Student Reading Intervention Plan (SRIP) is prepared for students who score in the intensive category. Gadsden City uses SPIRE as its reading intervention program.

STAR Reading and STAR Math is used as both a screener and progress monitoring tool at the elementary and middle school level. USA Test Prep and IXL are used as intervention programs to address identified skill deficiencies and interferences in the content areas.

At the high school level IXL, Edegenuity, Pre-ACT, ACT Plus Writing, ACT WorKeys, ACCESS provide data to identify students most in need.

ARP ESSER funds will be used to purchase the reading intervention program Lexia. Lexia CORE 5 reading is an adaptive blended learning program that accelerates the development of literacy skills for students of all abilities, helping them make that critical shift from learning to reading to reading to learn. Gadsden City Schools will partner with AMSTI to provide Numbers, AMSTI Foundational Training and OGAP training at the elementary level and secondary level. These learning opportunities will provide teachers the knowledge to meet students at their level, identify their gaps, and provide evidence based interventions. ARP ESSER funds will be used to provide release time for teachers. ARP ESSER funds will be used to purchase a math intervention program like Do The Math or Voyager Math which provides a placement test in order to address math interferences.

Using ARP ESSER funds Gadsden City will partner with the YMCA to provide enrichment activities for our afterschool program. These would include structured physical play such as the following; sports (basketball, kickball, soccer, flag football, whiffle ball, etc.). Other activities would include arts programming and musical opportunities. The YMCA plan to include character development classes focusing lessons build around the four core values of Caring, Honesty, Respect and Responsibility; examples would be "how to meet people, how to make friends, etc."

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).

\*  
Gadsden City Schools conduct monthly RTI meetings at each school. State assessment reports, grade reports, data reports from software programs, attendance, behavioral and emotional observations, work samples and teacher observations and anecdotal records are utilized to determine students' Tier II and Tier III intervention needs. Gadsden City uses evidence based programs to provide progress monitoring and Tier III interventions.

STAR Early Literacy is used in grades K-1 as a screener and for progress monitoring.

Amplify (DIBELS) is administered three times a year to grades K-3. A Student Reading Intervention Plan (SRIP) is prepared for students who score in the intensive category. Gadsden City uses SPIRE as its reading intervention program.

STAR Reading and STAR Math are used as both a screener and progress monitoring tool at the elementary and middle school level. USA Test Prep and IXL are used as intervention programs to address identified skill deficiencies and interferences in the content areas.

At the high school level IXL, Edegeneruity, Pre-ACT, ACT Plus Writing, ACT WorKeys, ACCESS provide data to identify students most in need.

Every nine weeks school submit a RTI report detailing number and percentage of Tier II and Tier III students to the central office. Principals conduct Tier III walkthroughs once each semester.

The District conducts data meetings with all schools in the district. The data meetings focus on the district data as a whole and each individual school's data. These meetings are conducted in August/September and again in January using the Mid-Year Data. The August /September meeting uses the End of the Year Data as well as the Beginning of the Year Data. During these meetings instructional adjustments are discussed. Each school administrator then takes the information shared and plans their own school based data meetings.

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.

\*

Allocation from the ARP ESSER State Reserve will be used to identify and engage students who missed the most in person instruction during the 2019-2020 and 2020-2021 school years and who did not consistently participate in remote instruction when offered during school building closures in the following ways: 1)Interventionists have been hired for each school – School interventionists will work to address student learning loss by analyzing student data to help identify students who lack proficiency on specific skills and working with students individually or in small groups to help students master specific skills and meet grade level standards, 2)Renaissance – The Renaissance program will be utilized to get baseline academic data on students who missed instruction. This data will be used to develop intervention plans to address student academic loss and remediate students as need, 3)Attendance/Truancy Parent Liaison –The attendance liaison will work with the schools after school administrators identify students who have truancy issues and those who do not participate in virtual or remote learning opportunities. The attendance liaison will visit homes and parents to help determine causes for lack of attendance and work with parents to effectively combat attendance issues, 4)Summer School and After School Programs – These programs will be available for students to get the extra assistance they need to master grade level standards and to provide remedial instruction as needed.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	142,943.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	142,943.00
<input checked="" type="checkbox"/>	Intervention C (Other)	715,625.00
	Learning Loss Afterschool Program	
<b>Total Cost:</b>		<b>1,001,511.00</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 funds will support six hours of summer learning experiences during the summer of 2022, 2023, and 2024 at The Gadsden City Summer Literacy Program. The program will be for 18 days in the month of June at 8 sites throughout the school system. This effort is addressing learning loss and will be a coordinated effort with ARI Summer Literacy Camp.

ARP dollars will provide compensation for up to 65 teachers, paraprofessional/secretary, special education teachers, and reading specialists. ARP ESSER funds will be used to employ teachers and staff to conduct a summer literacy program within the districts. Teachers and staff will work on literacy skills with high risk students focusing on grades kindergarten through third grade as part of the Alabama Literacy Act. Timeline: Implementing fiscal year 2022 for the next three years.

8 Elementary Schools will provide summer service to address learning loss.

8 Community sites (Boys & Girls Club and Community homes & Churches)

65 teachers will provide the instruction to student for six hours a day during the month of June.

8 Special education teachers will provide six hours a day during the month of June.

8 reading specialist per school.

Certified staff salaries of \$89,130.40 + benefits of \$18,075.65

8 secretaries will serve 8 Elementary Schools during the month of June.

8 paraprofessional Pre Elementary School.

Non-certified salaries of \$29,711.47 + benefits of \$6,025.48

ARP ESSER funds will be used to pay a stipend to teachers and staff to conduct the district annual kinder camp. This camp provides incoming kindergarteners with a chance to become familiar with the school campus and helps with their transition with the regular school day and routine. Timeline: Implementing fiscal year 2022 for the next three years.

1100 - [010-199] (Salaries) \$118,841.87 | [200-299] (Benefits) \$24,101.13

### **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)

Total cost is \$142,943. ARP ESSER funds will be used to provide salaries, services, and to furnish materials and supplies during the 2021-2022, 2022-2023, 2023-2024 school years for the system's afterschool program. The program aligns with the regular academic school day to provide additional academics time to address needs brought about as a result of learning loss. Students' needs will be identified based on performance results from DIBELS, ACAP, STAR and ACT and shared with the afterschool program site leaders. Eight elementary sites will operate Monday - Friday from 3:05 p.m. to 5:30 p.m. Three middle schools and one high school site will operate Monday - Thursday from 3:05 p.m. to 5:30 p.m. 8 teachers/site leaders at \$30.00/hr for 2.5 hours a night, five nights a week; 4 teachers/site leaders at \$30.00/hr for 2.5 hours a night, four nights a week; 8 teachers at \$25.00/hr for two hours a night, five nights a week; 4 teachers at \$25.00/hr for two hours a night, four nights a week; 8 assistants at \$14.00/hr for 2.5 hours a night, five nights a week; 4 assistants at \$14/hr for two hours a night, four nights a week; one program coordinator at \$40/hr for fifteen hours a week; and one program assistant at \$18/hr for fifteen hours a week will be employed (See attached job descriptions). Complementing this primary focus, Gadsden City Schools supplement students' regular academic school day by creating a rich variety of classes and activities outside of the instructional day.

9130 - [010-199] (Salaries) \$118,841.88 | [200-299] (Benefits) \$24,101.12

### **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).

Total cost is \$715,625.000 ARP ESSER funds will be used to provide salaries, services, and to furnish materials and supplies during the 2021-2022, 2022-2023, 2023-2024 school years to address the system's learning loss in grades K-3 and the system's afterschool program. Eight (8) interventionists will be employed during the school day to work with students with an SRIP (Student Reading intervention Plan) and who have been identified as needing Tier III Math support in 8 elementary schools. Eight (8) Special Education aides to assist during the school day in providing evidence-based programs/strategies addressing K-3 Literacy interferences. ARP ESSER funds will provide a behavioral program/class at the system's CSI school to

address behavioral issues that impede academic achievement. Two RBT (Registered behavioral therapists) address covid related issues and behavioral and emotional issues that impede academic achievement at seven (7) elementary schools. Funding will be utilized to provide tutors and resources based at community housing and the Boys & Girls Club. The planned intervention program aligns with the regular academic school day to provide additional intervention time to address needs brought about as a result of learning loss. ARP ESSER funds will be used to employ teachers and staff to conduct a summer literacy program within the district. Teachers and staff will work on literacy skills with high-risk students focusing on grades kindergarten through third grade as part of the Alabama Literacy Act. Timeline: Implementing the fiscal year 2022 for the next three years. Funding will also be used to operate eight elementary afterschool sites Monday - Friday from 3:05 p.m. to 5:30 p.m. Three middle schools and one high school site will operate Monday - Thursday from 3:05 p.m. to 5:30 p.m. 8 teachers/site leaders at \$30.00/hr for 2.5 hours a night, five nights a week; 4 teachers/site leaders at \$30.00/hr for 2.5 hours a night, four nights a week; 8 teachers at \$25.00/hr for two hours a night, five nights a week; 4 teachers at \$25.00/hr for two hours a night, four nights a week; 8 assistants at \$14.00/hr for 2.5 hours a night, five nights a week; 4 assistants at \$14/hr for two hours a night, four nights a week; one program coordinator at \$40/hr for fifteen hours a week; and one program assistant at \$18/hr for fifteen hours a week will be employed (See attached job descriptions). Repetition and review are evidence-based strategies that will be employed to address learning loss. ARP ESSER funds will be used to purchase evidence-based reading curriculums like SPIRE and Lit Camp and math curriculums like Freckle Math, JumpStart and Do The Math. Materials and supplies will include but not be limited to helping improve math, reading/language arts/literacy, and science. Complementing this primary focus, Gadsden City Schools supplement students' regular academic school day by creating a rich variety of classes and activities outside of the instructional day to promote the well-rounded child. ARP ESSER funds will be used to purchase STEAM materials, ACT practice materials, resources for fine arts, robotics, general supplies, 3D printing, and coding materials.







9130 - [010-199] (Salaries) \$498,669.73 | [200-299] (Benefits) \$101,130.29 | [300-399] (Purchased services) \$106,824.98 | [400-499] (Materials & supplies) \$9,000

#### 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)	
 	"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?                      |      |