



State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Elementary and Secondary School Emergency Relief Fund (ESSER)
Local Educational Agency (LEA) Application

In order to receive a CARES Act ESSER Fund allocation, an LEA must submit this application to the SEA.

GENERAL INFORMATION

1. LEA Information

LEA Name	Dothan City Schools
Mailing Address	1665 Honeysuckle Road
Physical Address	1665 Honeysuckle Road
City/Town and Zip Code	Dothan AL, 36305
Superintendent's Name	Dr. Dennis Coe
Contact Person	Mrs. Lee Jacobs
Contact Person Position	Assistant Superintendent
Contact Telephone Number	334-793-1397
Contact Email	ljacobs@dothan.k12.al.us

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for ESSER funds under the CARES Act. The availability of funds is from 4/29/2020 to 4/29/2021. LEAs will be allowed to expend funds until 9/30/2022. Pre-award costs to the ESSER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Assurance

The LEA Superintendent or his/her authorized representative assures or certifies that:

The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. The United States Department of Education **does not** consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

How will the LEA determine the most important educational needs as a result of COVID-19?

Please see the attached 2A response!

How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

Please see the attached 2B response!

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
<input type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Provide a detailed budget to explain how ESSER funds will be used in your LEA.				
CARES Act ESSER Funds				
FUND SOURCE CODE 4290				
Function	Object	Program	Amount	Brief Description of Expenditure
				Please see the attached spreadsheet!

What is the LEA's proposed timeline for providing services and assistance to students and staff?

Please see the attached 2C response!

How will the LEA use ESSER funds to promote remote learning?

Please see the attached 2D response!

3. Equitable Services Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under Section 18005 of Division B of the CARES Act.
- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that it will maintain control of funds for the services and assistance provided to a non-public school
- The LEA will ensure that it will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

Please see the attached 3A response!

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA that receives ESSER funds will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- The LEA will request technical assistance on the use of ESSER funds for remote learning, which includes both distance education as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
- The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will use ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in both public and non-public schools, the uses of funds and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
- 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 for interview and examination, upon request.
- 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.

5. Section 442 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.

(b) The general application submitted by a local education agency under subsection (a) shall set forth assurances

(1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction -

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 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;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

(c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

6. Section 427 of the General Education Provisions Act Assurances

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

- (1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
- (2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the laws cited in section 400(d) of this Act.

What steps does the LEA propose 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?

Please see the attached #7 response!

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), 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.

Mrs. Stephaine Walker

334-793-1397

LEA Chief School Financial Officer (Typed Name)

Telephone Number

Stephanie Walker

03/07/2022

LEA Chief School Financial Officer Signature

Date (mm/dd/yyyy)

Dr. Dennis Coe

334-793-1397

LEA Superintendent (Typed Name)

Telephone Number

Dennis Coe

03/07/2022

LEA Superintendent Signature

Date (mm/dd/yyyy)

**Send completed application to CARESapp@alsde.edu.
Upon approval of the application, funds will be released to the LEA.**

ALSDE Internal Use Only

Date Application Received: 3/8/2022

Date ALSDE Approved: 3/10/2022

Angela Marks

3/10/22

State Superintendent and/or Designee Signature

Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

2A. How will the LEA determine the most critical educational needs as a result of COVID-19?

The LEA has conducted a needs assessment that has addressed operations, health and safety, and instructional technology.

Health/Safety:

- Prioritize student, faculty, staff health and safety, and well-being over other principles.
- Ensure hygiene and health-related policies are researched-based, clearly communicated, effectively implemented, and diligently enforced.
- Promote practices and policies to reduce the risk of virus transmission and support our capacity to be responsive and agile when facing changing health circumstances.

Operations:

- Ensure healthy personal hygiene practices.
- Establish hand hygiene stations at facility entrances.
- Intensify cleaning and disinfecting efforts, including cleaning schedules based on summer facility usage.
- Develop safety and hygiene protocols for transportation staff.
- Minimize large gathering areas.

Instructional Technology:

- During the 2020-2021 school year, some parents may choose to have their children stay at home instead of attending school in a traditional classroom setting for different reasons related to the COVID-19 pandemic or restrictions that keep them from attending. DCS would then have to be able to support a hybrid classroom environment. Some of those students may not have internet access or computers in their homes, in which case DCS needs a way to teach these students remotely.

Academics:

- Due to the closing of school for eight weeks, our students missed critical face-to-face skills. Our system made a reasonable faith effort to continue services; however, students that were behind fell further behind without face-to-face interventions. We know that our students, especially our at-risk students, will require remediation at least for the first nine weeks, and others will require it all year long.

2B. How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

Assessments will be administered within the first month of school. In some schools, it will be distributed before the first day of school. The results will be

compared to the December assessment results. December is the most recent benchmark assessment data available. Data will be analyzed, and the most critical losses will be addressed in individual improvement plans and monitored through Rtl. Additional time throughout the day will be scheduled to provide intense intervention to close identified gaps. If possible, before and after school support will be available. Two tutors for each elementary school and four tutors for each secondary school will be hired to assist with the intense intervention that will be implemented. Parent conferences will also be held to provide direction for at-home support.

All English language learners and special needs students will be assessed on their progress immediately to determine if compensatory education is necessary for students to make progress toward individualized goals; IEPs and LEPs may need to be amended to reflect additional service times if necessary.

Non-Public School Response: Assessment of learning gaps is being compiled by the same groups of faculty and administration described above. They will also be conducting parent surveys later this summer. Even though they were limited by lack of technology and training, due to the commitment of their teachers and staff to continue the educational progress of their students, they do not anticipate significant learning gaps as a result of the disruption of on-campus classes. However, the academic plan for the 20-21 school year will contain a substantial review of the first six weeks of the fall semester.

2C. What is the LEA's proposed timeline for providing services and assistance to students and staff?

Our timeline began when Governor Ivey ordered a state public health emergency on March 13, 2020, and all Alabama School Systems were closed. We will continue these services and assistance through the summer and into the 2021-2022 school year.

2D. How will the LEA use ESSER funds to promote remote learning?

The district will purchase additional Chromebooks to be sent home as a "distance learning package" for those students who do not have home internet or computers that consist of a Chromebook and cellular hotspot for the internet. A preferred solution is to use a Chromebook that is LTE enabled so that there is only a single device that has to be sent offsite. This will also allow for the Chromebook to be enrolled in our current Google G-Suite system so that all of our content filtering and internet rules that we have on campus still apply to those devices off-campus.

Another option is adding outdoor Wi-Fi access points to provide internet in designated areas for some or all of the DCS school sites. Parents or students

could park in these areas with their laptops or other portable devices, login, and access most of the same resources they have in the classroom. This is still in the planning phase, and we are awaiting hardware requirements and pricing.

When addressing the level of support required when launching remote learning, our first Tier would be our Media Specialists. They are trained to handle the most common questions and hardware issues. Other issues that arise could be addressed traditionally using our work order system. More specific training will be provided for our IT department and Media Specialists when our new distancing learning platform, Edgenuity, comes on this summer. The second Tier of support would be to expand upon the knowledge base we currently have in place. It could be used as a centralized location for self-service and troubleshooting steps on our website. What issues could not be resolved on the knowledge base could then be escalated to the next level of support until the issue is resolved. Our last Tier of help would be working with a 3rd party company to develop a call center solution.

Non-Public School Response: Based on their experience at the end of the 19-20 school year, their learning gaps were primarily the product of a lack of technology and training. Generally, the proposed funds would be used to remedy those gaps, and all services will be secular, neutral, and non-ideological in nature.

Through the Abeka Proteach videos, grades K5-5th were able to keep students moving through the necessary skills to prepare them for advancement into the following grade's academic challenges. The funding would allow them to continue using this valuable resource to keep these elementary students on task and greatly aid parents in exposing their children to master teacher instruction. It would also allow low-income students the experience of master teacher instruction should the school need to charge families for this instructional service.

While their faculty worked extremely hard to provide quality instruction and stay connected with students, their limitations on the necessary technology were real. ViewSonic screens would allow more real-time instruction, as would classroom cameras and extended Zoom time. While providing content is extremely important, no less important is the student-teacher relationship. These technology elements would significantly improve both our ability to communicate content and our ability to keep teacher-student relationships alive even in a distance learning scenario.

3A. Provide a brief explanation of the following: How will equitable service funds be used by private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

The Intent to Participate letters were sent out on May 27, 2020, to seven non-public schools, and one school responded that they wished to participate. On June 2nd Northside Methodist Academy (NMA) and Dothan City Schools (DCS) had a consultation meeting through Zoom. This meeting is where the guidance for the CARES Act was explained, and DCS procedures were explained. NMA leadership groups consisted of faculty and administration forming final plans for our elementary and upper school student bodies. Several contingencies have been set to enable them to focus on students and their educational progress. Based on NMA developing timelines, they are preparing to begin distance learning or a hybrid of on-campus/distance learning by our scheduled opening – August 10th. They have scenarios in place to respond to whatever situation safety considerations might dictate. They are prepared to order all the necessary technology immediately. In July, they will also begin continuing education on using this technology for our staff to maximize the impact for both students and faculty.

Equitable funds will be used by the NMA in the three following categories. In addition, all services must be secular, neutral, and non-ideological in nature.

Sanitizing and Social distancing equipment:

- Extra Clorox wipes to clean desks between classes and throughout the day.
- Hand sanitizer with automatic dispensers placed throughout campus
- Hand washing stations placed in open areas so students will not need to gather in bathrooms to wash hands
- Disposable face masks in addition to cloth ones provided by the school. The disposable masks will be used for elementary students during art and computer classes held once a week.
- Thermometers in their classrooms to check temperatures at the door and keep traffic to the nurse's station to a minimum.
- Partitions needed:
 - Floor standing plexiglass partitions are necessary for main areas such as the lunchroom. This will keep lunchroom aides from being exposed to students coming through to purchase prepackaged snacks, drinks, pick up prepackaged lunches, or heat lunches from home.
 - Table partitions are needed to separate students during lunchtimes to use the lunchroom. Some classes may be eating in their rooms. Table partitions are also used to separate students at the microwaves.
 - The high school office needs plexiglass partitions to protect the high school secretary and counselor's assistant from students and parents entering the high school office.

Instructional Technology:

- ViewSonic Mobile touch screens- to be used for distance learning during times of Covid19 stay at home and for in-class instruction. Digital whiteboard apps are jumpy and cannot be used by math and science teachers to work out problems for students in real time. Plus, the mobility of the ViewSonic Mobile touch Screen would aid if the social distancing decisions are made to have teachers change classes instead of students moving from class to class. Having teachers travel to different classrooms instead of masses of students traveling on the sidewalk and hallways is one of the factual scenarios discussed by the admin and teacher committees. Again, the touch screens will also aid students with learning disabilities to see classroom instruction in real-time. The teacher can judge a student with learning disabilities understanding instead of just textbooks and video.
- Abeka Online streaming Abeka is the curriculum used in our elementary school. The online streaming version was used when we went to distance learning and online instruction from their teacher. Streaming curriculum content helps low-income students watch instruction on various devices instead of laptops, workbooks, and textbooks. This product is secular, neutral, and non-ideological in nature.
- Zoom - During the recent self-quarantine, the school realized Zoom meetings were the best avenue to communicate with students and have interactive instruction. The free version of zoom only allowed for 40 minutes, which frustrated teachers and students when students were still interacting with the teacher. A subscription for the teacher will also help when working with students with disabilities to give them extra time when working problems at home under the teacher's supervision in real-time.
- Instructional web cameras are used to make videos for instruction or real-time online education. Using the camera on the computer became complex and confusing for students.
- Instructional technology professional development is needed for teachers to efficiently use the new technology and be better at putting together online instruction.

7. What steps does the LEA propose 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?

Dothan City Schools has administered a needs assessment survey to parents. Devices and Internet connectivity will be made available as needed. In addition, DCS has created an Equity Plan that will address how to better meet the needs of ALL students regardless of gender, race, color, national origin, disability, and age. A committee created the Equity Plan during the 2019-2020 school year is

based on research and district data. The goal of the plan is to close gaps among subgroups. Each school will participate in addressing the goals and action steps in DCS Equity Plan. The English Language and Special Education departments will provide services for IEPs and LEPs in alignment with the Equity Plan devised by the District.

Non-Public School Response: At this point, the only barriers they have dealt with in this regard has been with low-income families lacking computer or internet access. They will identify any families in need of home technology to allow their students to be successful. They will accomplish that through summer surveys and interviews with appropriate families. Our scholarship agreement with Scholarships for Kids already supplies laptops for low-income students' 7th-12th grades but does not provide any assistance for technology for students in the lower grades.

AMENDMENT 1 - 09/03/20: *After assessing our virtual enrollment numbers, we have found that the numbers were too significant for principals to manage and oversee effective instruction. We will be hiring two (2.0 FTE) virtual coordinators to handle the daily management of the teachers, the ongoing curriculum development, and student achievement. These two coordinators will be split between elementary and secondary. In addition to these two positions, we will be hiring one Mental Health Coordinator. ESSER will fund only .50 FTE. This position is necessary due to the mental impact the pandemic has had on our students and staff. We anticipate a great need in mental health, and we need to have someone who will provide the services and resources required for these individuals.*

AMENDMENT 2 - 10/14/20: *Due to the recent U.S. District Court vacating the Interim Final Rule (IFR) issued from the U.S. Department of Education (USDOE), which directed school systems to calculate the proportionate share for equitable services to non-public schools, we have set up a consultation meeting with our non-public school, Northside Methodist Academy to discuss the new process and collect the data needed to recalculate their equitable service. Our discussion determined their method for obtaining poverty data: Scholarship for Kids. The data includes the family's income, household count, student's grade level, and address. The non-public school originally was calculated with an enrollment count of 662, and with the new process, their number went to an enrollment count of 25. There was a significant decrease in their count due to a lack of students qualifying as low-income and not living in our attendance zone. After verification of the data was complete, we recalculated and realized their equitable services were going to decrease significantly. This decrease was also below their expenses to date. At this time, we set another consultation meeting with our non-public school to discuss options. To date, costs in consumables were \$22,596.87, and expenses in instructional equipment (ViewSonic Interactive Boards) were \$46,920.00. Their revised equitable service was decreased from \$185,699.15 to \$16,759.07, so we agreed to allow the equitable service to remain at \$22,596.87, which covers the consumables expenses, and we allow for the instructional equipment to stay with the*

non-public school until the end of the 20-21 school year when we will resume ownership of the equipment. We didn't want to cause any instructional destruction to their school.

A detailed explanation of how the non-public school will use ESSER funds is attached in the AMENDED Non-Public School Form.

AMENDMENT 3 - 01/19/21: *We hired five new nurses for the 20-21 school year due to the pandemic. Coronavirus Relief Funds covered the cost of these five additional nurses from August to December. Once the CRF was completed, we transferred their salary and benefit expense to ESSER. This will allow us to continue employment, especially when we see an increase in cases. As the year went on, we saw a need for one more virtual teacher at the secondary level. The GEER funds could only cover .25 of the salary and benefits, so we need our ESSER funds to cover the remaining part. This individual helps with the massive amount of the virtual student caseload since those numbers have not decreased as much as the elementary school virtual numbers have. Also, an edit we have made is to our Mental Health Coordinators FTE. It has increased from .50 to .55 due to a salary adjustment. The state funds that cover the rest of the FTE are limited to \$40,000. To make the fiscal adjustment needed to cover these individuals' salaries and benefits we had to decrease several budget lines since they were not spent, such as printing and binding, fixtures and furniture, instructional supplies, local travel, and postage. The last edit was in our indirect cost. We had an accounting error in FY20 where we had to go back and correct the budget amount of indirect cost. This is reflected in the amendment as well.*

AMENDMENT 4 - 04/05/21: *Due to the increase in allocation from \$2,977,794.00 to \$2,983,294.00, our non-public school calculation had to be altered. Attached are the new amended equitable services implementation form and the private school survey. The non-public school allocation increased from \$16,759.07 to \$16,790.02 however the budget did not change since the budgeted amount is more than what they are allocated. This is due to amendment 2 (see above for details). In addition to that change, our indirect cost allocation changed from \$284,169.27 to \$284,669.27, and funding was shifted around in tutors and instructional supplies, equipment, and computers. The allocation for tutors was modified (30 tutors to 21 tutors) since only 21 of the 30 tutor positions weren't filled; these funds were reallocated in indirect cost and instructional supplies, equipment, and computers.*

AMENDMENT 5 - 11/22/21: *I hope this will be our final amendment since what funds we have left will have to be spent by September 30, 2022. We already have our mental health, secondary and elementary coordinators in our budget. Still, to cover their salaries for FY22, we need to move what monies haven't been spent in virtual teacher units, part-time tutors, printing and binding, software agreement, and purchase services to cover their wages and benefits. The remaining amount, \$275,1325.47, of ESSER I will cover .622 FTE of our secondary coordinator, 1.00 FTE of our elementary coordinator, .59 FTE of our mental health coordinator, and supplies. From the remaining*

amount, \$508.25 will be budgeted in supplies (419), \$249,9652.87 will be budgeted in salaries and benefits (2.212 FTE), and \$24,974.35 will be placed in indirect cost.

AMENDMENT 6 - 3/7/22: This will be our final amendment since the deadline of September 30, 2022, is fast approaching. Due to this deadline, we need to reevaluate our budget to ensure everything will be expensed by September 30, 2022. Our two changes were in our Mental Health Coordinator's and our Virtual Coordinators' salaries and benefits. Our Mental Health Coordinator resigned and was replaced with an individual that cost less. The salary and benefits decreased from \$107,173.89 to 95,891.83. Our Virtual Coordinators' FTEs increased from 1.622 to 1.8, which caused the salary and benefits to grow from \$453,227.32 to \$464,428.58.

CHART OF ACCOUNTS		Amendment #6
4110-394-8410	Printing and Binding	\$5,560.94
6450-394-8640	System Wide - Printing Ser.	\$23,838.16
3900-449-8390	Other Operation Supplies	\$538,459.83
3900-492-8390	Fixtures and Furniture under \$5000	\$30,852.00
9140-419-4711	Instructional Supplies	\$6,053.92
1100-010-1500	1 Secondary Virtual Teacher (FTE .75) Salary	\$41,499.59
1100-101-1500	4 Part-time Tutors (secondary-\$17/19 hrs/36 wks) SALARIES	\$10,176.43
1100-210-1500	PEEHIP	\$6,800.00
1100-220-1500	RET	\$5,129.35
1100-230-1500	FICA	\$3,148.66
1100-240-1500	MED	\$736.38
1100-250-1500	SUI	\$31.03
1100-270-1500	LIFE INSURANCE	\$3.44
1100-399-1500	Other Purchase Services	\$107,956.11
1100-495-1500	Non-Capitalized Computer Hardware	\$67,040.44
1100-491-1500	Instructional Equipment	\$186,199.30
1100-419-1500	Instructional Supplies	\$322,255.28
1100-101-1200	17 Part-time Tutors (elementary-\$17/19 hrs/36 wks) SALARIES	\$94,899.84
1100-220-1200	RET	\$51.70
1100-230-1200	FICA	\$5,890.80
1100-240-1200	MED	\$1,369.03
1100-250-1200	SUI	\$56.95
1100-399-1200	Other Purchase Services	\$225,022.71
1100-495-1200	Non-Capitalized Computer Hardware	\$8,905.40
1100-419-1200	Instructional Supplies	\$261,509.89
2210-081-8220	2 Virtual Coordinators (FTE 1.8) SALARIES	\$326,671.94
2210-191-8220	SALARY	\$26,695.63
2210-210-8220	PEEHIP	\$40,568.00
2210-220-8220	RET	\$42,322.57
2210-230-8220	FICA	\$21,746.82
2210-240-8220	MED	\$5,085.94
2210-250-8220	SUI	\$398.05
2210-270-8220	LIFE INSURANCE	\$129.31
2210-333-8220	Software Maintenance Agreement	\$610.32
2190-479-8210	General Supplies	\$2,555.40
2190-381-8210	Local Travel	\$30.17
2190-482-8210	Non-Instructional Software	\$21,276.28
2190-364-8210	Postage	\$3,984.40
2140-111-8210	1 Mental Health Coordinator (FTE .59) SALARY	\$59,141.38
2140-191-8210	SALARY	\$11,747.92
2140-210-8210	PEEHIP	\$11,472.00
2140-220-8210	RET	\$7,992.08
2140-230-8210	FICA	\$4,395.12
2140-240-8210	MED	\$1,027.89
2140-250-8210	SUI	\$82.68
2140-270-8210	LIFE INSURANCE	\$32.56
2140-121-8210	3 RN (FTE 1.60)	\$48,675.85
2140-131-8210	2 LPN (FTE 1.00)	\$13,869.37
2140-210-8210	PEEHIP	\$17,520.00
2140-220-8210	RET	\$7,017.59
2140-230-8210	FICA	\$3,877.81
2140-240-8210	MED	\$906.93
2140-250-8210	SUI	\$37.48
2140-270-8210	LIFE INSURANCE	\$56.95
2140-479-8210	General Supplies	\$42,452.05
9200-449-4900	Other Operation Supplies	\$15,603.67
9200-333-4900	Software Maintenance Agreement	\$6,498.00
9200-419-4900	Instructional Supplies	\$495.20
6910-910-8690	Indirect Cost 10%	\$284,669.26
		\$2,983,294.00
Submitted March 7, 2022		
	Original Allocation	2,983,294.00
	Needs To Be Budgeted	0.00