

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

Thursday, December 9, 2021 6:40 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	12,888,515.00	1,429,292.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	12,888,515.00	1,429,292.00
Adjusted Allocation	12,888,515.00	1,429,292.00
Budgeted	12,888,515.00	1,429,292.00

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	10/7/2021
ARP ESSER State Reserve	10/7/2021

	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)	3,357,667.50	1,235,782.20	182,250.00	646,788.34	0.00	60,000.00		0.00	0.00	5,482,488.04	Instruction (1100)
Attendance Services (2110)	150,000.00	49,425.00	0.00	0.00		13,000.00		0.00	0.00	212,425.00	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)	695,729.41	286,074.47	270,000.00	178,710.00		0.00		0.00	0.00	1,430,513.88	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)	203,982.00	67,641.00	60,000.00	0.00	0.00	0.00		0.00	0.00	331,623.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	96,000.00	7,411.20	0.00	0.00	0.00	0.00		0.00	0.00	103,411.20	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	349,578.00	123,201.55	280,000.00	75,000.00	0.00	0.00		0.00	0.00	827,779.55	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	85,000.00	13,398.50	240,000.00	0.00	0.00	0.00		0.00	0.00	338,398.50	Instructional Staff Development Services (2215)
Educational Media Services (2220)	472,586.00	179,224.00	55,000.00	298,617.20	0.00	118,982.80		0.00	0.00	1,124,410.00	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)	152,727.06	46,326.50	0.00	5,000.00	0.00	0.00		0.00	0.00	204,053.56	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	150,000.00	30,000.00	0.00	0.00		0.00	0.00	180,000.00	Security Services (3100)
Operations and Maintenance	462,695.00	211,440.86	100,000.00	180,000.00	0.00	50,000.00		0.00	0.00	1,004,135.86	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)	137,000.00	54,884.80	0.00	0.00	0.00	0.00	0.00	0.00	0.00	191,884.80	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					1,040,461.37					1,040,461.37	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	286,079.11	130,851.13	0.00	0.00	0.00	0.00		0.00	0.00	416,930.24	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	6,449,044.08	2,405,661.21	1,337,250.00	1,414,115.54	1,040,461.37	241,982.80	0.00	0.00	0.00	12,888,515.00	Total
Adjusted Allocation										12,888,515.00	
Remaining										0.00	

Cover Page & Required Narratives

Superintendent of Schools

Name * Mr. Rodney Green

ARP ESSER Point of Contact

Name * Beth Thompson

Role * Federal Programs Coordinator

Phone * 205-775-1950

Ext 9925

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?

* Blount County Schools implemented a 'return-to-instruction' plan prior to the 20-21 school year to comply with all regulations set forth by the CDC and the Alabama Department of Public Health in an effort to reduce virus transmission and avoid other health hazards. Our plan was publically available on our website in both English and Spanish. Families and community members were notified of the plan through call-outs in both English and Spanish, and social/local media. We operated our plan equitably for all Pre-K and K-12 learners. Students had the option of remote learning or blended learning. Prior to the 21-22 school year, we amended our plan, with identical promotional/equity efforts, following all guidance. BCS will use ESSER funds to implement prevention and mitigation strategies to continuously and safely operate schools for in-person learning to the extent possible by (a) hiring additional nurses/health aids, (b) hiring added custodial staff, (c) contracting with the County Commission to provide additional security measures, (d) upgrading buildings with bi-polar ionization to improve air quality, (e) providing PPE and sanitation supplies to support clean healthy environments, and more. A copy of our most recent COVID-19 Back to School Guidance is posted on our website and updated routinely to reflect all current guidelines by the ALSDE, the ADPH, and the CDC. Links available in the space provided.

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?

* Blount County Schools (BCS) has dedicated a large portion of our funds to addressing learning loss, equitably. We have budgeted for certified interventionists at all schools. Schools were given flexibility between math, reading, special education intervention, or hiring additional staff for smaller class sizes based on the needs of each individual schools population. An intervention program for math was purchased with state funds. Reading interventionists are using SPIRE and are trained in IMSE/OG (Orton-Gillingham). In addition, we added four bi-lingual aides in our schools with the highest populations of EL learners. We budgeted for IMAGINE learning as a supplement to core classroom instruction and have already purchased ELlevation to help set goals with our EL learners. BCS has ten Additional Targeted Support (ATSI) schools, all identified in the area of Special Education. Curriculum to supplement regular classroom core instruction for our SpEd population is also in our budget. These programs can also support learners in the event of school shut-down or quarantine. During the first year of COVID-19 these populations were impacted; it jeopardized deadlines put in place by IDEA. Because of this, we have added additional Psychometrists and Speech Therapy Contracts to support learners experiencing regression due to restricted services during COVID-19. ESYS (Extended school year services) are also included in our budget to support learners whose Individualized Education Plan (IEP) Team identifies as experiencing regression due to lessened face-to-face instruction and therapies amid school closures. Summer learning opportunities are provided based on data for K-12 with EL and SpEd support being budgeted for those camps to meet the needs of all learners. Finally, professional learning is part of our budget to support teachers working with students experiencing learning loss, social-emotional trauma impeding learning, and better identification of social-emotional trauma. The LEA received a grant that allowed us to extend the contract of our Social worker from 9 months to 12 months. This is in an effort to meet the needs of all learners, equitably throughout the year. Our Social worker partners with community agencies such as Gateway, JBS, DHR, our migrant and homeless liaisons.

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.

* BCS ensures equal opportunities and access for students, teachers, and other program beneficiaries. Specific needs of individuals with regards to income, gender, race, color, national origin, disability, and age are addressed appropriately and equitably. These needs are met through a variety of systems and procedures in place. According to BCS Board Policy (2021) The Blount County BOE is committed to protecting its students and employees from bullying, harassment, or discrimination of any type. Pursuant to the requirement of Every Student Succeeds Act and the McKinney-Vento Homeless Education Act of 2001, all foster care, homeless, migratory, immigrant, and limited English proficient children will have equal access to education and services needed to ensure an opportunity is available to meet the same academic achievement standards to which all students are held. Enrollment of foster care, homeless, migrant, immigrant, and limited English proficient children and youth shall not be denied or delayed due to any of the following barriers: Lack of birth certificate, school records or transcripts, immunization or health records, proof of residency, transportation, guardianship or custody requirements. The district ensures that foster care, homeless, migratory, immigrant, limited English proficient students are not stigmatized nor segregated on the basis of their individual status. The BCBOE ensures that all children residing within the jurisdiction, age 3 to 21, regardless of the severity of the disability that need special education and related services are identified, located, and evaluated and provided a free appropriate public education as established by state and federal regulations. The Americans With Disabilities Act of 1990 ("ADA") provides that "no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." The BCS ADA specialist, oversees compliance with the ADA and adopts procedures providing prompt/equitable resolution of complaints. Title I funding and community partnerships ensure that students at or near poverty levels have a fair/equal opportunity to obtain a high quality education, which may have been a barrier otherwise. Board policies and procedures paired with federal and local funding sources meet the unique needs of all students, teachers, and other ARP/ESSER program beneficiaries, ensuring there are no barriers to prevent equitable and fair participation.

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?

* BCS has District Improvement Team (DIT) that meets quarterly. When facing unique challenges we add meetings. Our shift in instructional practices during COVID-19 and the budgeting process emerging as a result of various ESSER funds resulted in multiple meetings in an effort to best support safe teaching and learning. We monitor and amend budgets throughout the year as allowable under each fund. All monies are tracked through Next Gen. Our Federal Programs Coordinator, CSFO, and bookkeepers review all budgets informally each month (and with each purchase) as part of their day-to-day responsibilities. Both our Superintendent and Assistant Superintendent are leaders and active members of our District Improvement Team; they participate in all meetings offering guidance throughout all budget and data meetings. Various initiatives have had a process outlined for collecting and monitoring data in regards to their impact on learning. We keep longitudinal data on a multitude of points such as demographics, achievement, attendance, behavior and more. All of this data will be compiled and monitored to help us determine the effectiveness of our outlined initiatives. We do this to gage the most effective use of funds prior to moving from one fiscal year to the next. We also use this information to design presentations to support our process for gathering ideas, feedback, and approval of all plans from Principals, staff, parents, community members, and Board members. We adhere to all guidance by making our financial information available to the public.

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

* BCS actively seeks feedback from stakeholders throughout these processes of planning/budgeting. At regularly scheduled meetings an open discussion about data, plans for expenditures, and idea sharing was held with Principals while budgeting ARP ESSER and ARP SR funds. Parents/Guardians reviewed our data and offered suggestions at our Parent Advisory Council Meeting. Board members and the general public have been given an opportunity to share ideas about our data during our regular and specially called Board Meetings. Data and plan information has also been shared for feedback from our Blount County Education Foundation which partners with community organizations. We have had multiple callouts to parents sharing information on health and wellness, summer learning, and updates when our plans for instruction are in place and/or amended due to quarantines. We employ a Migrant Liaison, a Homeless Liaison, a Social Worker, and have Parent Involvement Specialists at some of our schools. Many of our Principals communicate through Remind and through a call-out system to update parents on changes in instruction and opportunities for their learners. Other funds, such as Title I, are shared on schools websites within each school's plan. Our Strategic Plan is shared on our LEA website. Stakeholders are involved in all of these processes as outlined by federal law. We will continue to share information about the implementation and monitoring of all federal funds in these manners.

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)	540,675.00
<input type="checkbox"/>	Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/>	Intervention C (Comprehensive After-School Programs)	0.00
<input checked="" type="checkbox"/>	Intervention D (Extended School Year Programs)	183,225.00
<input checked="" type="checkbox"/>	Intervention E (Other) Learning Loss	3,062,101.06
Total Cost:		3,786,001.06

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 paired with ARP ESSER SR, ESSER II, and the original ESSER CARES to support summer learning in the following ways:

- (a) Summer camps in all schools with grades K-3 as outlined by the AL Literacy Act coupled with enrichment opportunities and
- (b) Summer School for learners in grades 4-12 to support students who have unfinished learning.

Narrative Information: Summer literacy camps are mandated to have a minimum of 70 hours devoted to literacy. In BCS we offer a minimum of 84 hours so we can supplement literacy instruction with enrichment for math, music, and the arts. Enrichment is added with the intent to engage students. We partner with the Blount County Education Foundation who collaborates with various corporations and individuals (e.g., United Way, Alabama Power, and more) to support our learners. Our summer camp (Dreamcatchers) is outlined as an example of a Best Practice by the Alabama State Department of Education on p. 10 of the ALSDE Recovery Resource Guide, March 4, 2021. All of our summer camps follow our original model with varied timeframes. Our highest poverty elementary school's summer enrichment program lasts 20 days, our second highest lasts 15 days, and all other schools with grade spans K-3 last 12 days; all in June and achieving more than the minimum hours required by the Alabama Legislator. Students are invited to participate as outlined by the Alabama Literacy Act [student data report filed with the Alabama Reading Initiative (ARI)]. All learners chosen through ARI's process are based on data from our formative assessment, aimsweb which is state approved. In addition to these students, we consider anecdotal data, social/emotional needs of learners, and standards-based report card grades of learners to extend opportunities. Additional support is provided for special populations at our camps such as EL and SpEd students. Our summer schools for

grades 4-12 are based on students' end-of-course grades. Learning was significantly impacted due to school closures. Summer school locations are chosen based on the number of students participating in each school community. Three summer school locations are chosen to serve our entire 4-12 population. Those summer schools meet the needs of our learners and last the entire month of June. \$95337.5 has been budgeted for FY22; \$95337.50 for FY23; and \$350K for FY24, for teachers (see job description).

175 Teachers FY22 / 175 Teachers FY23 / Teachers are budgeted in other fund sources for FY22 & 23

1,224 Teachers FY24

1100 - [134] \$450,000 Salaries [220-250] \$90,675 Benefits

TOTAL COST: \$540,675.00

Intervention B (Extended Day Programs)

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

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

N/A

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)

N/A

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)

ESSER funds will be used to support the increase in Extended School Year Services (ESYS) under IDEA for students with learning loss and regression of learning related to COVID-19, multiple school closings, and quarantine. Students will be given an opportunity to make up missed services due to school closures and quarantines. This should help students who are lacking progress in growing skills (meeting goals) due to COVID-19. TOTAL COST: \$186,225.00

IDEA Extended School Year Services

4,000 hours of summer instruction 1100-[134] Salaries \$150,000 Salaries [220-250]; Benefits \$30,225

Summer homebound Extended School Year Services 1100- [381] Travel \$3,000

TOTAL COST: 183,225.00

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).

ARP ESSER funds will be paired with ARP ESSER SR, ESSER II, and the original ESSER CARES to:

(a) moved to CAT 1 K

(b) EL Intervention: The Loss of Instructional Time during remote learning significantly impacted our ELs working on language acquisition. Our data in ACCESS declined significantly: in 2020, 30 students exited the program (61%, exceeding the state goal of 52% by 9 points); in 2021, 13 students exited the program (38% which missed the state goal of 54% by 16 percentage points). This funding hires 4 new EL bilingual aides and .5 Aides (see job description) to address loss of instruction through direct support of students with unfinished learning, during the school day. Aides will provide intervention with mastery of core

content standards, and language acquisition, through push-in support during core instruction during the regular school day. Additionally, they will provide intervention to help fill the learning gap through pull-out support during non-core instructional time. This funding also supplements 5 teachers' salaries (see job description); these 5 EL Teachers impact learning loss by offering more direct push-in support to students during the school day and additional pull-out support during non-core instructional time. Students will have more time with these EL teachers to help with lost instructional time. Students will work with teachers to goal-set in the new ELlevation platform, monitor gains of grade-level content standards where they experienced learning loss, and get added face-to-face support in class during core, real-time instruction. The purpose of the intervention is to recoup the loss of instructional time experienced by our EL population through push-in during core, and pull out during non-core instruction to support mastery of core grade-level standards and language acquisition; this will be accomplished through increased face-to-face learning opportunities. This is providing more support to these learners than in previous years as intervention.

(b Exp): [1100-[101] Aide Salaries \$208,576.50; 3.7 FTE] AND [5 EL Teachers (3 years) - 1100-[010] Salaries \$217,161| 1.29 FTE]

(c) At-Risk Intervention: 25 Additional Intervention Teachers were hired to provide more push-in Tier II support during core instruction, more Tier III pull-out intervention during non-core instructional time, and to provide more direct instruction to students. This additional support is provided to at-risk students who are experiencing learning loss, regression, and/or have unfinished learning. Elementary Schools hired based on the needs of their learners during COVID-19; 18 total (see job description) Reading, math and/or SpEd. Five are High School level for a total of 23: Reading, math (see job description). [23 Intervention Teachers (1 year) 1100-[010] Salaries \$1,272,411; (23 FTE)]. Part of these expenses are housed in ESSER Cares and ESSER II.

(c Exp): 23 Intervention Teachers (1 year) 1100-[010] Salaries \$1,272,411; (23 FTE) ; and 2 Intervention Teachers (2 years) - 1100-[010] Salaries \$220,000; 4 FTE

(d Voice Enhancement moved to CAT 2 - h)

(e) IDEA Service Contracts: These funds will be used to meet the requirements decided upon for specific learners Individual Education Plan (IEP) Team for additional services due to regression, learning loss, and/or unfinished learning by a student with special needs. It is a support designed to help a learner recoup skills. This may include academic, Speech/Language, and/or social-emotional needs of each learner.

(e Exp): IDEA Contracted Services - 2140-[326] \$270,000

(f) Speech Intervention Therapy: Contracted therapy (Speech/Language) provider to give students additional direct services. Gaps for these services exist due to Covid-19 remote learning and illness; students experienced regression.

(f Exp): Contracted 1 Speech Teacher (3 years) retired - Salaries 2180-[011] \$96,000; 2180-[200-299] Benefits \$7,411.20

(g moved to CAT 1 - L)

(h - Moved to CAT 5 on 10.6.21)

Benefits Expenditures for positions b, c and e: 1100-[200-299] Benefits \$770,541.36

TOTAL COST: 3,062,101.06

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 (I nclude Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	3,143,280.19
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	1,934,848.34
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	1,370,461.37
<input checked="" type="checkbox"/> Category 4 (Professional Development)	338,398.50
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	355,000.00

<input type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/>	Category 7 (Other) Health & Safety	1,703,640.74
<input checked="" type="checkbox"/>	Category 8 (Other) Mental Health	60,000.00
<input type="checkbox"/>	Category 9 (Other)	0.00
<input type="checkbox"/>	Category 10 (Other)	0.00
<input type="checkbox"/>	Category 11 (Other)	0.00
<input type="checkbox"/>	Category 12 (Other)	0.00
<input checked="" type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	196,884.80
<input type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	0.00
Total Cost:		9,102,513.94

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 paired with ARP ESSER SR, ESSER II, and the original ESSER CARES to:

(a) Reading Specialists (see job description) in our schools. These specialists support the intervention process for literacy and support teachers with professional literacy coaching. They are essential to helping our learners experiencing learning loss due to COVID-19. They are experts in identifying reading interferences, delays, and learning gaps. Each of these are on the rise since COVID-19.

(a Expenditure): Reading Specialists partial for 3 years (5.76 FTE); 2210-[084] Salaries \$349,578 | 2210-[210-299] Benefits \$123,201.55 |

(b) Pre-K Teachers (see job description). There are six OSR First Class Pre K- units in Blount County. The OSR grant does not fully fund teacher salaries. The First Class Pre-k teachers (see job description) are vital in ensuring that preschool students are provided critical early learning support. They work with learners face-to-face, virtually during remote learning due to COVID-19, and support the teaching of healthy habits to these early learners.

(b Expenditures): Pre-K Auxillary Teacher & Teacher partial for 3 years (7.20 FTE) 9140-[010-101] Salaries \$159,544.11 | 9140-[210-299] Benefits \$99,606.33

(c) 16 Utility Substitute/Instructional Aides (see job description), one for each campus in our district plus our learning center and career technical center. These staff members will assist in filling vacant positions due to illness, quarantine, or unforeseen circumstances. This will limit the disruption of student learning and limit the need to combine classes during COVID-19.

(c Expenditures): | Utility Substitutes 1 year (16.50 FTE) 1100-[101] Salaries \$302,319 | 1100-[210-299] Benefits \$216,094.64|

(d) Substitutes for teachers experiencing COVID-19. Our Board voted to provide substitutes for teachers who are experiencing COVID-19 or are quarantined due to a positive case in their class/home.

(d Expenditures): Substitutes for Employees with Covid leave 3 years 1100-[180] Salaries \$75,000| 1100-[230-250] Benefits \$5,790

(e) HVAC Maintenance Technician: provide an employee (see job description) to help maintain all AC units in the schools (new bipolar ionization installations, and existing units) to ensure healthy air in all spaces where students and employees could transmit and/or contract COVID-19.

(e Expenditures): | HVAC Maintenance Technician 3 years (3 FTE) 3200-[177} Salary \$188,787| 3200-[210-299} Benefits \$62,085.53

(f) Attendance Officer: funds will be paired with At-Risk funds to add a person dedicated to attendance and safety (see job description). Both of these areas have been heavily impacted by COVID-19. We need someone dedicated to keep track of truancy, and to help us better organize our efforts in the area of safety as it relates to health and wellness.

(f Expenditures): Attendance Officer 2 years (2 FTE) 2110-[129] Salary \$150,000| 2110-[210-299] Benefits \$49,425

(g) Social-Emotional Intervention Support: IEP Program Specialist Consultant for Special Education (see job description) will provide additional direct support to aide learners dealing with social-emotional issues arising due to remote learning and COVID-19.

(g Exp): 1 Consulting IEP Program Specialist (3 Years) - 1100-[083] Salaries \$208,278| 3 FTE| Benefits \$73525.20 |In-state Travel 1100-382 \$3000

(h) An additional Psychometrist (see job description) was added to directly support students through assessment of the effectiveness of interventions and next steps due to remote learning under Covid-19. Missed therapies and non-routine schedules impacted learning and increased students' need for this support.

(h Exp): 1 10 Month Psychometrist (3 years)- 2170-[086] Salaries \$203,982; 2170-[200-299] Benefits \$67,641| 3 FTE

(i) A Contracted Pre-K Psychometrist will work directly with students, providing psychometric services designed to meet the intervention needs of all pre-k learners. These interventions are designed to support learners who experienced learning loss during COVID-19. quarantines, and remote learning. ESY services will be provided.

(i Exp): Contract (2 years) retired- 9140-[086] Salaries \$64,000; 9140-[200-299] Benefits \$4,940.80

(j) Three SpEd teacher contracts were extended from a nine month to a 10 month contract, as Program Specialist for the 10th month, to help Special Education teachers and psychometrists with their expanding caseloads under COVID-19. IDEA timelines and increased workloads brought about by school closures, social-emotional issues with learners, and time missed with therapy's have impacted this department tremendously.

(j Exp): 3 SpEd Program Specialist (3 Years) 1 retired 1100-[010] \$128,157| .45 FTE|Benefits \$13,890.00

(k - moved from Int. E 10.6.21) Expand virtual learning opportunities at our existing Bridge Academy. One full-time teacher (see job description) will be added for real-time virtual support and tutoring for expanding population of learners not returning to in-person instruction after COVID-19. Supplements will be paid to teachers creating core content in Schoology outside of the regular school day (math, science, ELA, Social Studies) for students participating in the Bridge Academy, virtually (see job description). These teachers are needed in order to meet the requirements of highly qualified in grades 7-12, core content areas. These same teachers will provide office hours outside of the school day to support learners needing additional support other than what is provided by our contracted teacher. With multiple parents choosing to keep learners remote we had a need to expand this program or face a decline in student population due to the remaining threat of COVID-19 and it's variants.

(k Exp.): [1 Virtual Teacher (1 Year) - 1100-[010] Salary \$61,765; (1 FTE)] AND [3 FTE| Supplements for Virtual Teachers - 1100-[191] Salaries \$64,000] 1100-[210-299] Benefits \$35041.00

(l moved from Int E - g on 10.6.21) RISE is an early childhood education program predominantly serving students with special needs as an early intervention service. An additional Teacher at RISE Learning Center is hired to give students more instruction than they would normally receive by reducing class sizes for the increased student population, and student regression, after Covid-19.

(l Exp.): .50 RISE Teacher (3 years) -9140-[010] Salary \$62,535; 9140-[200-299] Benefits \$26,304| 1.50 FTE

(m - moved from Admin Costs -a per feedback 10.6.21) Extend the Elementary Principals contracts for one month to Administer Summer Learning under ARP ESSER. The purpose is to provide an additional month where they will serve as an administrator during summer learning (see job description). Elementary Principal contracts were 11 month and needed to be 12 months in order to facilitate/administer Summer Literacy and additional learning options funded thru ARP ESSER.

(m Expenditure): 6 Elementary Principal (1 month salary for 3 years) 2310-[022] Salaries \$152,727.06| 2310-[210-299] Benefits \$46,326.50 (1.62 FTE)

(n - moved from Admin Costs -c per feedback 10.6.21) Hire 1/2 of an Operations Manager for 3 years to Administer all facility improvements funded by ARP ESSER. This person would be a full-time employee but used a minimum of half-time to Administer ARP ESSER funded projects.

(n Expenditure): 1/2 Operations Manager (3 years) 3200-[059] Salary \$106,980| 3200-[210-299] Benefits \$38,756.47 (1.50 FTE)|

TOTAL COST: 3,143,280.19

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:

(a) replace existing Chromebooks that will no longer be supported in June of 22. These Chromebooks are needed to support remote learning under COVID-19. (FY22-FY23)

(a Expenditures): Chromebooks (1,450) 1100-[491]\$400,000|

(b) upgrade and expand our internet capabilities to better support remote learning of both learners and professional studies for staff. And, to upgrade and expand our Wi-Fi capabilities to better support remote learning (FY22-FY23)

(b Expenditures: Internet Service Upgrade (3 years) 2220-[362] \$55,000 AND WiFi Upgrade 2220-[491] \$48,617.20 2220-[622] \$46,382.80|

(c) provide laptops for teachers to support remote learning (FY22 and FY23)

(c Expenditures): Laptops for Teachers (200) 1100-[491] \$100,000

(d) Chromebook Parts: Needed to support continued remote learning

(d Expenditures): Chromebook parts (3 years) 2220-[419] \$250,000

(e) Edmentum: extend our contract with Edmentum for three years. Edmentum is used for online learning for remote students.

(e Expenditures): Edmentum Contract (3 years) 1100-[311] \$176,250

(f) KAMI: an online digital classroom platform that fosters collaborative learning for both in-person and remote learners during COVID-19.

(f Expenditures): Kami PDF Editor (3 years) 1100-[622] \$60,000

(g) to employ a Technology Administrative Assistant (see job description) for our technology department due to increasing demands for the ordering and inventory of electronic devices purchased with GEER, CARES, and ARP funds. The devices were purchased to provide all students access to technology should remote learning be necessary due to COVID-19 and, Employ Two Technology Technicians (see job Description) to assist with the set up and maintenance of the large influx of electronic devices purchased with GEER, CARES, and ARP Funds. The devices were purchased to provide all students access to technology should remote learning be necessary due to Covid-19.

(g Expenditures): Technology Administrative Assistant (3 years) 2220-[141] Salary \$76,100; AND 2 Technology Technicians (3 years) 2220-[139] Salary \$396,486| 2220-[210-299] Benefits \$179,224 (8.75 FTE)

(h, moved from Int E-d on 10.6.21) Provide Voice enhancement systems to all K-6 core classrooms and 7th grade teachers and Hayden Middle School. These systems are being installed to level the playing field for all learners in their ability to hear and understand the learning being offered them by their classroom teachers. This will be especially helpful when students and teachers are under a mask mandate, are divided by plexiglass for health/wellness, or are simply struggling with learning loss and needing to be more attentive and engaged.

(h Exp): Voice Enhancements for classrooms - 1100-[491] \$146,788.34

TOTAL COST: 1,934,848.34

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:

(a) upgrade existing bathrooms with touchless faucets, hand-dryers, touchless toilets, and more. (FY22)

(a Expenditure): Bathroom Upgrades 3200-[442] \$150,000

(b) purchase 18 sensor water bottle fillers to allow students access to fresh water without the sanitation concerns of traditional school water fountains. (FY22)

(b Expenditures): School Water Bottle Fillers (29) 3200-[493] \$30,000

(c) place AC units with bi-polar ionization in Elementary Gyms to help keep students' air clean and healthy during COVID-19. Bi-polar ionization emits charged particles that attach to and deactivate harmful substances like bacteria, allergens, and mold. (FY22 - FY23)

(c Expenditures): Air Condition for Elementary Gyms with Bipolar Ionization (9) 7200-[515] \$640,461.37

(d) replace HVAC units with upgraded bi-polar ionization in our Central Office to help keep our air clean and healthy during COVID-19. Bi-polar ionization emits charged particles that attach to and deactivate harmful substances like bacteria, allergens, and mold.

(d Expenditures): Air Condition Upgrade for Central Office 7200-[515] \$300,000

(e) expand building automation to additional classrooms and the cafeteria and gym spaces; these control HVAC air circulation and ventilation in our buildings. Expanding the automation would add it to additional spaces not currently controlled in an effort for all areas to have quality air ventilation. Increasing run time for cleaner air will increase our electricity expenditure. (FY 22, FY 23, FY24)

(e Expenditures): Expand Building Automation to 1 High School Gym and Cafeteria 3200-[704] \$50,000|and 1 school with new classrooms and lunchroom/band room 7200-[515] \$100,000| Increase run-time for AC units 3200-[371] \$100,000

TOTAL COST: 1,370,461.37

Category 4 (Professional Development)

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

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

Example:

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.
- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000

- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000

- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

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

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

(a) Special Education and Social/Emotional Support Awareness: Mandt Training (de-escalation training); Mental Health first aid (skills needed to recognize mental health barriers to learning), Autism Awareness to support teachers in recognizing and de-escalating behaviors due to anxiety and stress - all related to social-emotional disturbances during COVID-19. (FY22, 23, 24)

(a Expenditures): SPED Districtwide Mandt Training & Mental Health First Aide (3 years) 2215-[312] \$150,000

(b) STIPENDS for AMSTI Summer Science Trainings (FY22, FY 23)

(b Expenditures): AMSTI Science Summer training 2215-[192] \$25,000 | 2215-[220-299] Benefits \$5,037.50

(c) IMSE Orton Gillingham Training 2215-[312] \$90,000 | Substitutes for Training 2215-[180] Salaries \$30,000 | Stipends for Training 2215-[192] Salaries \$30,000 | 2215-[220-299] Benefits \$8,361 |

TOTAL COST: 338,398.50

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 assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. Timeframe for all services is outlined with expenditure.

(a) Powerschool Assessment to better track the progress made by our learners who have gaps in learning due to COVID, to assist in tracking gains, and to support Standards-Based professional learning in PLCs.

(a Expenditure): PowerSchool Assessment addition (3 years) 2210-[311] \$165,000

(b) aimsweb after the ESSER II Assessment reserve is depleted. aimsweb is a formative assessment used to measure growth in reading and math grades K-8. (ALSDE approved list)

(b Expenditure): aimsweb continuation after ESSER 2 reserve 2210-[311] \$40,000 (FY24)

(c - moved from Int E - h on 10.6.21) Supplemental Curriculum for learners, in addition to core content, so support mastery of standards and skills and to aid teachers, learners, and families when learning goes remote and/or when a student is quarantined. LANGUAGE!, SRA Math, and Waterford are just a few of the curricula used. GOLD will be purchased for the RISE

learners where we are seeing an increase in referrals since COVID-19. N2Y is a unique curriculum for students on Alternate Achievement Standards - Computer Based for Remote Learners.

(c Exp, moved from Int E-h): SPED Curriculum -2210-[312 & 414] \$150,000

TOTAL COST: 355,000.00

Category 6 (Parent & Family Engagement Activities)

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

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

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.
Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

Category 7 (Other)

Provide the following information for Category 7 (Other):

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

Health and Safety: ARP ESSER Funds will be used to:

(a) purchase emergency radio systems to help with communication in emergency situations (e.g., school closures, discipline related to social-emotional welfare of our learners, and more). (FY22)

(a Expenditure): Emergency Radio System 3100-[493] \$30,000| Emergency Radios for Schools 3100-[369] \$50,000

(b) Contract for a School Resource Officer: This contract covers salary and fringes only to support one full time officer. This will help us ensure we have someone when an officer is out for an extended quarantine. These officers help us with discipline issues that are rising due to the social-emotional impact of COVID. These officers are also available to help us enforce any mandates related to COVID-19 such as school shut-downs, mask mandates, and/or emergency medical situations. The county commission supplements the support of these officers by providing their vehicle and uniform; our contract does not cover uniform/car expenses.

(b Expenditure): 1/2 School Resource Officer contract (3 years) 3100-[329]\$100,000

(c) Hire 6 Additional Nurses to provide additional nursing staff (see job description) for our schools in FY22, FY23, and FY24. These nurses are in addition to regular nursing staff who were shared between schools prior to COVID-19 and to help with isolation rooms.

(c Expenditure): 6 Additional School Nurses (3 years) 2140-[121-131] Salaries \$673,023.41 2140-[210-299] Benefits \$284,321.47 (16.27 FTE)

(d) Contract a Health Aide for Southeastern School due to the number of students, and the location of their isolation room FY22

(d Expenditure): Contract for 1 Health Aide 2140-[102] Salary \$22,706| 2140-[230-299] Benefits \$1,753 1 year

(e) Purchase Sanitation and PPE supplies for schools and district

(e Expenditure): Sanitation and PPE supplies for schools and district (3 years) 2140-[489] \$178,710.00

(f) Automated External Defibrillators (AED) - removed from Budget per feedback - monies added to line e for additional PPE)

(g) expand our custodial staff for FY24. Additional custodians (see job description) are needed to support additional sanitation efforts in schools during face-to-face instruction. These custodians clean, use electrostatic sprayers, and sanitize our schools for a more healthy learning environment.

(g Expenditure): 8 Custodians (1 year) 3200-[171] Salaries \$166,928|3200-[210-299]Benefits \$110,598.86 (8 FTE)

(h) Add Powerschool Online Enrollment and Attendance Tracking. Enrollment will allow parents and guardians to enroll their learners without coming into the school during COVID-19; it will promote social distancing. Attendance Tracking will help us better track absences due to health/wellness, students who are participating in remote learning due to COVID-19, and will help us have a better understanding of who might need more targeted intervention.

(h Expenditures): PowerSchool Online Enrollment (3 years) 2220-[622] \$72,600| PowerSchool Attendance Tracking (2 years) 2110-[622] \$13,000

TOTAL COST: 1,703,640.74

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 8: Mental Health

(a) A partnership with Gateway of United Way to contract with additional Mental Health Therapists to assist the rise in this service since COVID-19 (FY23).

(a Expenditures): Contracted Mental Health Therapist (1 year) 2170-[329] \$60,000

TOTAL COST: 60,000.00

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)

N/A

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)

N/A

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)

N/A

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)

N/A

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 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.

Administrative costs under ARP ESSER are as follows:

(a - Elem Principals Contract moved to CAT 1, item m, per feedback 10.6.21)

(b) Hire an additional bookkeeper/payroll clerk (see job description). Bookkeeper/payroll clerk will be used to administer the ARP ESSER funds by monitoring the funds, processing purchases orders, and other needed duties. They will also assist payroll with paperwork due to additional positions funded by ARP ESSER.

(b Expenditure): 1 Bookkeeper (3years) 6310-[133] Salary \$137,000| 6310-[210-299] Benefits \$54,884.80 (3 FTE)

(c - 1/2 Ops Manager moved to CAT 1, item n, per feedback 10.6.21)

(d) Non-instructional equipment for administration staff under ARP ESSER. Non-instructional equipment is for administration of the funds. Items may be printers, computers, scanners, label makers, calculators, and other items directly related to administering and inventorying ESSER related items during COVID-19 (spend through 2024)

(d Expenditures): Non-Instructional Equipment for Staff Administration 2310-[493] \$5,000

TOTAL COST: 196,884.80

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 not utilizing grant funds for indirect costs. ▼

% - Unrestricted Indirect Cost Rate for LEA \$0.00 Maximum Indirect Cost amount for the ARP ESSER Fund









Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions ARP ESSER
 	"Other" Intervention Evidence-based Documentation	Researched Based Evidence for all items included PDF
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

<div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 1. Allocations OK ▼ </div> <ol style="list-style-type: none"> 1. Review the ARP ESSER allocation for the LEA. </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 2. Assurances OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 3. Cover Page & Required Narratives OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA include the name of the Superintendent of Schools? 2. Did the LEA include the contact information for the ARP Point of Contact? 3. Did the LEA answer all the required narratives? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 4. Budget Grid OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA allocate all ARP ESSER funds on the budget grid? 2. Did the LEA allocate all ARP ESSER funds on the budget details page? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 5. LEA Reservation to Address Loss of Instructional Time OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section? 2. Do the expenditures in the narratives match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention? 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? 7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 6. Remaining ARP ESSER Fund Uses OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section? 2. Do the expenditures in the narratives match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category? 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 7. Administrative Costs OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? If the LEA selected yes, then... 2. Do the expenditures in the narrative match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)? 6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure? </div> <div style="border: 1px solid #ccc; padding: 2px; margin-bottom: 5px;"> <div style="display: flex; justify-content: space-between; align-items: center;"> 8. Indirect Costs OK ▼ </div> <ol style="list-style-type: none"> 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs? </div>	
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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)	701,075.00	141,263.41	0.00	345,000.00	0.00	0.00		0.00	0.00	1,187,338.41	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)	40,111.05	8,079.00	0.00	0.00	0.00	0.00		0.00	0.00	48,190.05	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	149,283.00	44,480.54	0.00	0.00	0.00	0.00		0.00	0.00	193,763.54	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)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	890,469.05	193,822.95	0.00	345,000.00	0.00	0.00	0.00	0.00	0.00	1,429,292.00	Total
Adjusted Allocation										1,429,292.00	
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.

* Blount County Schools has dedicated monies toward summer learning which targets students of all groups based on their level of learning loss and/or unfinished learning. With a lack of state testing, it is difficult to gauge which subgroups are most heavily impacted therefore our interventions are based on academic need as identified by Aimsweb (our formative assessment from the ALSDE approved list), anecdotal data, grades, and social-emotional needs of each learner regardless of their subgroup classification. We strictly follow the guidelines under the Alabama Literacy Act and submit formative assessment data to the Alabama Reading Initiative which reports back to us the number of K-3 learners we are to invite to summer learning. We add to those numbers based on the needs of individuals in the area of academics and social-emotional data. Summer literacy camps are mandated to have a minimum of 70 hours devoted to literacy. In BCS we offer a minimum of 84 hours so we can supplement literacy instruction with enrichment for math, music, and the arts. Enrichment is added with the intent to engage students. We partner with the Blount County Education Foundation who collaborates with various corporations and individuals (e.g., United Way, Alabama Power, community members, parents, and more) to support our learners. Our summer camp (Dreamcatchers) is outlined as an example of a Best Practice by the Alabama State Department of Education on p. 10 of the ALSDE Recovery Resource Guide, March 4, 2021. All of our summer camps follow our Dreamcatcher model with varied timeframes. Our highest poverty elementary school's summer enrichment program (the original Dreamcatchers) lasts 20 days, our second highest poverty elementary school's camp (Explorers) lasts 15 days. All other schools with grade spans K-3 last 12 days. Additional support is provided for special populations at our camps such as English Learner and Special Education students. We budget for a migrant liaison to promote our camps, a bilingual bus driver, bilingual aides, and offer extended school year services (ESYS) through our summer camps. Our summer schools for grades 4-12 are based on students' end-of-course grades and individual needs. Learning was significantly impacted due to school closures. Summer school locations are chosen based on the number of students participating in each school community. Three summer school locations are chosen to serve our entire 4-12 population.

With some of our reserve funds we are providing professional learning in IMSE/OG (Orton Gillingham) multi-sensory reading strategies which supports all learners. Voice enhancement systems are being placed in K-3 classrooms to help all learners better understand instruction, especially when it is impeded by plexi-glass or masking due to COVID-19. In other ESSER funds we have purchased Chromebooks with built-in wifi to support our homeless, foster care, migrant, and students in poverty. This will be extremely helpful as we shift back and forth from remote learning under COVID-19 spikes and when we begin offering afterschool services virtually based on the needs of each learner.

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

* To evaluate progress and impact of our plan, we will use the same data we used to design the implementation of our plan. We evaluated and will continue to evaluate aimsweb data which is used to identify students by tiers (I, II, and III) in both reading and math, standards-based report card data, behavioral/social-emotional data, attendance, and anecdotal data. Once state testing data is available, we can also begin to track academic progress of learners by subgroups. Currently, we track student growth and offer academic enrichment regardless of student demographic data based on all data outlined above. For subpopulations we gather and monitor EL data on ELlevation and through ACCESS testing. We gather data for Special Education Learners as related to their Individual Education Plans and mastery of their unique goals. Our district improvement team evaluates and keeps longitudinal records of data; schools keep data for their CIP and planning with their leadership teams. District Improvement Team members discuss local data with schools during their bi-annual walk-throughs and at their

mid-year Principal data meetings. Interventionists (paid by ARP ESSER) will keep data on individual learners targeted by tier III instruction and classroom teachers keep data on tier II intervention. Our District Improvement Team (DIT) meets regularly to review data. In addition, our DIT team visits schools twice a year to review local implementation of schools plan and of our plans, including ESSER. Also, our Principals participate in a mid-year Principal data meeting where we discuss local school progress and next steps as they relate to school and district data.

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.

* Our ARP ESSER SR funds target summer learning above everything else. When gathering data for learners to attend summer learning, we considered formative assessment data, discipline/social-emotional data, attendance data, and more. We have data for our students who participated in remote learning, and data for our students who were under quarantine the most. Part of our remote learning agreement required the learner to come to the school for formative assessment and state assessments (ACAP, ACCESS, and more). Because of this, we can look at assessment and standards-based grading data for all learners, regardless of their level of participation. Both our (a) students who missed the most in-person instruction, and (b) our students who did not consistently participate in remote instruction during school closures, are being targeted with intervention based on their level of standard mastery using the Interventionist, Reading Coaches, and other specialists hired to support this effort with ESSER funding. They are either in Tier II or Tier III intervention depending on if they are lacking grade-level skills (tier II) or gaps in learning below grade level (tier III). With our ESSER SR we are also planning for extended day support for these same learners.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	202,337.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	202,337.00
<input checked="" type="checkbox"/>	Intervention C (Other)	
	K-3 Learning Loss	1,024,618.00
Total Cost:		1,429,292.00

Intervention A (Summer Learning & Summer Enrichment Programs)

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

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

Example:

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

[Cont.]

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

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023 and 2024 (see teacher job description). Elementary Curriculum shared requirements for these teacher positions in addition to the traditional teacher posting: applicants needed to provide data showing they had the ability to move student learning, in reading, for K-3.

Our summer learning for K-3 is outlined as follows:

Blount County Schools has dedicated monies toward summer learning which targets students of all groups based on their level of learning loss and/or unfinished learning. With a lack of state testing, it is difficult to gage which subgroups are most heavily impacted therefore our interventions are based on academic need as identified by Aimsweb (our formative assessment from the ALSDE approved list), anecdotal data, grades, and social-emotional needs of each learner regardless of their subgroup classification. We strictly follow the guidelines under the Alabama Literacy Act and submit formative assessment data to the Alabama Reading Initiative which reports back to us the number of K-3 learners we are to invite to summer learning. We add to

those numbers based on the needs of individuals in the area of academics and social-emotional data. Summer literacy camps are mandated to have a minimum of 70 hours devoted to literacy. In BCS we offer a minimum of 84 hours so we can supplement literacy instruction with enrichment for math, music, and the arts. Enrichment is added with the intent to engage students. We partner with the Blount County Education Foundation who collaborates with various corporations and individuals (e.g., United Way, Alabama Power, community members, parents, and more) to support our learners. Our summer camp (Dreamcatchers) is outlined as an example of a Best Practice by the Alabama State Department of Education on p. 10 of the ALSDE Recovery Resource Guide, March 4, 2021. All of our summer camps follow our Dreamcatcher model with varied timeframes. Our highest poverty elementary school's summer enrichment program (the original Dreamcatchers) lasts 20 days, our second highest poverty elementary school's camp (Explorers) lasts 15 days. All other schools with grade spans K-3 last 12 days. Additional support is provided for special populations at our camps such as English Learner and Special Education students. We budget for a migrant liaison to promote our camps, a bilingual bus driver, bilingual aides, and offer extended school year services (ESYS) through our summer camps.

This money is being paired with other ARP ESSER monies, ESSER II, and Cares to:

(a) Offer summer enrichment camps as outlined in the ARP ESSER budget, based on needs of individual learners academic and social-emotional data.

(a Expenditures): 588 Teachers (2 years) Summer School 1100-[134] Salaries \$168,405| 1100-[220-299] Benefits \$33,932

TOTAL COST: 202,337.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER SR funds will be used to provide a comprehensive afterschool program using certified teaching staff (see job description). Our plan is to: (a) host traditional afterschool enrichment in core content to support learners at our highest poverty schools. In this type of setting support with homework and core content would be provided by grade level. Students would be invited based on highest need according to our formative assessment data and/or by desire to participate. An additional plan is to (b) offer afterschool, non-traditional hour online support where students can schedule time with teachers for virtual zoom sessions, tutoring, and enhanced instruction based on data and individual need. During the 2020-2021 school year we offered a choice of blended learning or remote learning. We discovered that our full-remote learners needed a teacher available after hours to offer intervention and more personalized instruction (e.g., reading with K-3 students, modeling and watching multi-sensory reading activities, and phonemic awareness lessons). We would like to provide this for learners who have unfinished learning and/or a need for this type of service. It would enhance what is provided by the schoology platform and the classroom teacher. Teachers would be paid an hourly rate and would need to provide the LEA with documentation of students served. We already have the technology available to make remote tutoring hours happen during non-traditional, afterschool hours. Because of the flexibility of remote learning, the service could be provided beyond the traditional hour/90-minutes after school. It could be provided evenings and/or weekends at the student/teacher availability. Our district already utilizes calendly to schedule appointments for professional learning and would use this same scheduling method. Essentially, our money would be used (in both cases a and b) to pay teachers for their time beyond the regular school day.

Expenditures: 4,811 hours of After-School Instruction 1100-[134] Salaries \$168,405| 1100-[220-299] Benefits \$33,932

TOTAL COST: 202,337.00

Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

Our literacy camps have been outlined in detail throughout this document as follows:

Blount County Schools has dedicated monies toward summer learning which targets students of all groups based on their level of learning loss and/or unfinished learning. With a lack of state testing, it is difficult to gage which subgroups are most heavily impacted therefore our interventions are based on academic need as identified by Aimsweb (our formative assessment from the ALSDE approved list), anecdotal data, grades, and social-emotional needs of each learner regardless of their subgroup classification. We strictly follow the guidelines under the Alabama Literacy Act and submit formative assessment data to the

Alabama Reading Initiative which reports back to us the number of K-3 learners we are to invite to summer learning. We add to those numbers based on the needs of individuals in the area of academics and social-emotional data. Summer literacy camps are mandated to have a minimum of 70 hours devoted to literacy. In BCS we offer a minimum of 84 hours so we can supplement literacy instruction with enrichment for math, music, and the arts. Enrichment is added with the intent to engage students. We partner with the Blount County Education Foundation who collaborates with various corporations and individuals (e.g., United Way, Alabama Power, community members, parents, and more) to support our learners. Our summer camp (Dreamcatchers) is outlined as an example of a Best Practice by the Alabama State Department of Education on p. 10 of the ALSDE Recovery Resource Guide, March 4, 2021. All of our summer camps follow our Dreamcatcher model with varied timeframes. Our highest poverty elementary school's summer enrichment program (the original Dreamcatchers) lasts 20 days, our second highest poverty elementary school's camp (Explorers) lasts 15 days. All other schools with grade spans K-3 last 12 days. Additional support is provided for special populations at our camps such as English Learner and Special Education students. We budget for a migrant liaison to promote our camps, a bilingual bus driver, bilingual aides, and offer extended school year services (ESYS) through our summer camps.

ARP ESSER SR funds will be used to:

(a) provide K-3 Summer Literacy Camp Teachers (see teacher job description) - these teachers were required to prove they were able to move learners in the area of literacy.

(a Expenditure): 1,273 Teachers for Summer Literacy Camps 1100-[134] Salaries \$364,265| 1100-[220-299]Benefits \$73,399.41

(b) provide K-3 Summer Literacy Camp Bus Drivers (see job description)

(b Expenditure): Bus Drivers for Summer Camps 4190-[161] Salaries \$40,111.05| 4190-[220-299] Benefits \$8,079

(c) provide IMSE Orton-Gillingham resources for 80 teachers to promote multi-sensory learning (Training has been moved to PD section of ARP ESSER)

(c Expenditures): IMSE OG Resources for 80 teachers 1100-[411] \$100,000|

(d) will provide 1/2 of our Elementary School Curriculum Coordinator to support K-3 Literacy Efforts (see job description). Elementary Curriculum Coordinator: Job description is uploaded in 'ARP ESSER' application, 3rd document within the job descriptions document. It has been added to the document library (FY22). A portion of her full salary/benefits was added to ARP ESSER SR to specifically limit costs to her time on task with Administering K-3 learning. Position coordinates all K-3 learning, remediation, summer camps, and interventions within all the BCS ES schools, supporting learning loss as we move through the ongoing effects of remote learning. This position administers all things related to k-3 learning and will continue to do so through the end of the grant in 2024.

(d Expenditures): 1/2 Elementary Curriculum Coordinator (3 years) 6220-[081] Salary \$149,283|6220-[210-299]Benefits \$44,480.54 (1.50 FTE)|

(e) Voice Enhancement System: The portion added to this area of the application is for K-3 only. Grades 4-6 are in another area of the ESSER application (ARP ESSER, Category E and ESSER II). Adding to all K-3 classrooms to directly support each student's ability to hear instruction during social distancing, when behind plexi-glass dividers, and when masking during COVID-19 - this will support with learning loss. This intervention is researched to aide in engagement and increase standardized test scores up to 10%. Our goal is to support all students through this evidenced-based intervention (e.g., at risk, EL, etc.). This impacts learners experiencing, learning loss, and health/wellness support.

(e Expenditures): K-3 Voice Enhancement Devices 1100-[491] \$245,000.00









TOTAL COST: 1,024,618.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions ARP ESSER State Reserve
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

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