

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

Friday, December 10, 2021 3:55 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	2,623,208.00	344,978.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	2,623,208.00	344,978.00
Adjusted Allocation	2,623,208.00	344,978.00
Budgeted	2,623,208.00	344,978.00

#### PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

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

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

The LEA assures either:

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

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

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

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by subgroups) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and

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

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

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

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

### OTHER ASSURANCES AND CERTIFICATIONS

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

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

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

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

### GEPA ASSURANCES

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

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

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

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

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

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

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

- the project is not inconsistent with overall State plans for the construction of school facilities, and
- In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

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

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

#### LEA SUPERINTENDENT ASSURANCES

The LEA Superintendent certifies to the best of his/her knowledge and belief that all the information and data in this application are true and correct. The LEA Superintendent acknowledges and agrees that failure to comply with all assurances and certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq.; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

LEA Superintendent Assurances Confirmation

 Indicates LEA Superintendent Approval based on Assurances.

Grant	Substantially Approved Date
ARP ESSER	9/16/2021
ARP ESSER State Reserve	9/16/2021

	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)	519,400.00	221,064.53	62,514.39	190,011.03	0.00	0.00		0.00	0.00	992,989.95	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	38,593.02		0.00		0.00	0.00	38,593.02	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)	207,576.00	97,274.67	167,849.00	15,975.08	0.00	0.00		0.00	0.00	488,674.75	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)	123,800.00	24,992.88	29,509.40	0.00	0.00	0.00		0.00	0.00	178,302.28	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	74,648.00	0.00	0.00	0.00		0.00	0.00	74,648.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	400,000.00	0.00	0.00	400,000.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					450,000.00					450,000.00	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	850,776.00	343,332.08	334,520.79	244,579.13	450,000.00	0.00	400,000.00	0.00	0.00	2,623,208.00	Total
Adjusted Allocation										2,623,208.00	
Remaining										0.00	



## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Jeff Colegrove

### ARP ESSER Point of Contact

Name \* Laura Leak

Role \* CSFO

Phone \* 256-459-7025

Ext

### Required Narratives

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

\*  
Attalla City Schools will use ARP ESSER Funds to implement prevention and mitigation strategies consistent with CDC guidelines. This will include HVAC improvements designed to improve indoor air ventilation at Etowah Middle School, windows for Attalla Elementary School and Etowah High School. Due to younger student's inability to be vaccinated and sitting at shared tables, table dividers will be purchased to help mitigate the spread of germs. The District will continue to invest in additional PPE items designed to create a safer environment within the schools. Finally, the district will purchase additional products aimed at dealing with the COVID-19 virus and ensure the additional products are used by custodial staff in high touch areas within all buildings in the district.

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

\*  
The Attalla City School District remained open for face-to-face instruction starting in August 2020 and stayed open through May 2021. It is important for our district to recognize that the school closures in March 2020-May 2020 also had a negative impact on student learning through the engagement of synchronous and asynchronous learning online. This past school year, the biggest challenge schools faced was due to absences for students and teachers who were subject to quarantine or isolation. In looking at our data, we have identified the students who are not at grade level in the areas of reading and math specifically through the analysis of school based assessments. The district will bring on a new HS Principal and PK-5 Principal to lead efforts with school staff in the 2021-2022 school year to address the learning loss of students and develop multiple research-based strategies to address the learning loss of our students.

Strategies the district will utilize include providing after-school learning opportunities to address loss of learning for students not meeting current grade-level criteria. Summer Learning Academy programs will continue to be supplemented through ARP ESSER funds to continue to address lost instructional time during the 2020-2021 school year for students not meeting academic expectations for 2021-2022. During the after school learning opportunities and summer learning, students not meeting learning expectations will be engaged with evidence-based programs facilitated by a certified staff members.

Our school district's primary focus for our PK-12 students will focus on research-based interventions. Our plan is to focus on strengthening our Tier 1 program in 2021-2022 and dive further into Tier 2 and Tier 3 interventions that students need. Using data to drive instruction, academic supplements to engage students in practice, after-school tutoring for academic enrichment, and professional development for staff. Our plan will focus our attention on MTSS systematically as we look to grow and strengthen this program and provide our students the necessary time and financial resources to mitigate learning loss due to the COVID-19 pandemic.

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.

\* The LEA commits to putting in place steps to permit students, teachers and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability and age) that might impede equal access to, or participation in, the program. The Attalla City School District will use funds to implement evidence-based strategies to meet the academic needs of all PK-12 students through the implementation of MTSS in grades K-12 focusing on strengthening our core curriculum, implementing staff development programs, engaging in data collection and review of data, providing intervention and supplemental instruction and programs, tutor days, and preparation for life beyond our school district. We will also provide our student's additional learning time including after-school and summer programming to best meet the needs of our students and their learning loss during the COVID-19 pandemic.

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

\* The CSFO will monitor by reconciling monthly expenditures and ES2 forms, conduct necessary audits of the source fund as it is used, pull student data to ensure equitable appropriation, and give monthly board meeting updates as requested.

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

\* The Attalla City School District's surveys on strategies to implement a safe return to in-person instruction resulted in a variety of responses with a majority citing basic mitigation strategies such as washing of hands, students and staff staying home when they are sick, prioritizing in-person instruction, sanitizing and disinfecting when possible, and not mandating but highly recommending the use of masks. Surveys with stakeholders showed that many believed an increase in small group or one-on-one instruction, after-school tutoring, enrichment, and increased in-person instruction will help the school district address learning gaps caused by loss of instructional time due to COVID-19. The use of counselors, relationship-building, and clear communication were strategies that a majority of stakeholders believed would help address social emotional learning for students. Most stakeholders believed that the greatest positive impact on the Attalla City School District would be a result of increased in-person instructional time, after-school tutoring, increased instructional resources, and increased staffing. The Attalla City School District will employ a mental health coordinator, an additional ESL paraprofessional, and additional personnel to help mitigate learning loss for all students, but concentrating on our special populations. We also will provide school supplies to all students PK – 12 to help offset the parental burden of purchasing these items. Virtual facilitators will be employed for our high school. Additional CNP and custodial personnel will be employed to help with summer learning.

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

#### LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00

☒ Intervention E (Other)  
Flocabulary, APEX, and IXL Programs & O

929,404.44

Total Cost: 929,404.44

### 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

N/A moved to Category 1 per ALSDE

### 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)

n/a

### 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).

Flocabulary Program - ARP ESSER funds will be used to purchase Flocabulary for the 2022-2023 and 2023-2024 school years. This program is a TIER II evidence based program (Rubric attached). This program is a K-12 supplemental program for vocabulary instruction. Flocabulary is a library of educational videos and learning activities that will be used in the classroom to provide a layer of support for students and to keep them engaged in rigorous content development while building vocabulary, developing 21<sup>st</sup> century skills, and cultivating literacy across the curriculum. Total cost: \$12,702.22 | 1100 - [311]

APEX Program - ARP ESSER funds will be used to purchase unlimited additional APEX seats for EMS and EHS for the 2021-2022 school year (Rubric attached). APEX is an online curriculum where students can work on core subject areas off campus with the support of a school facilitators. Students who are remote, virtual and also recovery basis for students who have missed time due to absence related to illness. Total cost \$7,437.17 | 1100 - [311]

IXL Social Studies Program - ARP ESSER funds will be used to purchase IXL Social Studies add on (Rubric attached). IXL is a digital resource that is used as a diagnostic tool to determine learning loss and academic mastery in all core subjects, it develops an individual learning path for all students and updates their progress as the student moves forward. It is used as a diagnostic tool not only for students who have been absence but for all students who have experienced learning loss due to the pandemic. Total cost \$3,375.00 | 1100 - [311]

PT Intervention Teacher (.50 FTE) - funds to employ 1 part-time Intervention Teacher at AES (.50FTE) (22-23 & 23-24 years) to help identify students who are at risk for academic failure to provide remedial & other suitable instruction for identified students & work w/ students directly in the area of need. Total: \$68,966.40 | 1100 - [018] (Salaries) \$64,000 | 1100 - [200-299] (Benefits) \$4,966.40

Math RTI Coach (1.00 FTE) - funds to employ 1 Math RTI Coach at AES (1.00FTE) (23-24 year) to help identify students who are at risk for academic failure in math and to provide remedial & other suitable instruction for identified students & work w/ students directly in the area of math. Total: \$86,835.30 | 1100 - [077] (Salaries) \$64,261.00 | 1100 - [200-299] (Benefits) \$22,574.30.

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Math RTI Coach Additional 20 Days (0.00 FTE) - funds to provide additional 20 days for the Math RTI Coach at AES (0.0FTE) (21-22, 22-23, & 23-24 years) to help identify students who are at risk for academic failure in math and to provide remedial & other suitable instruction for identified students & work w/ students directly in the area of math. Total: \$14,422.80 | 1100- [077] (Salaries) \$12,000.00 | 1100 - [200-299] (Benefits) \$2,422.80.

EL Coordinator Additional 20 Days (0.00 FTE) - funds to provide additional 20 days for the EL Coordinator (0.00FTE) (21-22, 22-23, & 23-24 years) to work w/ ELs students to ensure that individual needs are met based on language proficiency levels & reading deficits. Total: \$14,422.80 | 2190 - [081] (Salaries) \$12,000.00 | 2190 - [200-299] (Benefits) \$2,422.80.

Instructional Specialist (1.00 FTE) - funds to employ 1 Instructional Specialist at EHS (1.00FTE) (21-22, 22-23, & 23-24 year) to help identify students who are at risk for academic failure in all core subjects and to provide remedial & other suitable instruction for identified students & work w/ students directly in the areas. Total: \$260,505.87 | 1100-[010] (Salaries) \$192,783.00 | 1100 - [200-299] (Benefits) \$67,722.87

Instructional Specialist Additional 20 Days (0.00 FTE) - funds to provide additional 20 days for the Instructional Specialist at EHS (0.00FTE) (21-22, 22-23, & 23-24 years) help identify students who are at risk for academic failure in all core subjects and to provide remedial & other suitable instruction for identified students & work w/ students directly in the areas. Total: \$14,422.80 | 2190 - [081] (Salaries) \$12,000.00 | 2190 - [200-299] (Benefits) \$2,422.80.

APEX Virtual Facilitators Stipends (0.00 FTE) - funds to provide a stipend for APEX Virtual Facilitators (0.00FTE) (22023 & 23-24 years) to facilitate & provide instruction for students who receive instruction during the school day and the facilitator will provide additional instruction virtually after hours to address learning loss. Total: \$144,228.00 | 2215 - [192] (Salaries) \$120,000.00 | 2215 - [200-299] (Benefits) \$24,228.00.

Instructional Aide (1.00 FTE) - funds to employ 1 Instructional Aide (1.00FTE) at EMS (21-22, 22-23, & 23-24 years) to serve as interventionist to help w/ learning loss for our students resulting from COVID. This aide would pull small groups of students during intervention classes & from computer classes to work on deficient skills. Total: \$98,873.19 | 1100 - [101] (Salaries) \$58,302.00 | 1100 - [200-299] (Benefits) \$40,571.19.

Special Education Instructional Aide (1.00 FTE) - funds to employ 1 Sp Ed Instructional Aide (1.00FTE) at AES (21-22, 22-23, & 23-24 years). Based on individual student's needs (via IEP, 504, RtI/PST) behavioral interventionist personnel will use pull-out (affective training & positive behavioral supports) & push-in to target student growth in classroom conducive behavior & self-monitoring activities. The obj. is to ensure students are successful in their least restrictive environment. Total: \$105,000.74 | 2190 - [109] (Salaries) \$64,045.00 | 2190 - [200-299] (Benefits) \$40,955.74.

System-Wide Special Education Instructional Aide (1.00 FTE) - funds to employ 1 System-Wide Sp Ed Aide (1.00FTE) (21-22, 22-23, & 23-24 years). Based on individual student's needs (via IEP, 504, RtI/PST) behavioral interventionist personnel will use pull-out (affective training & positive behavioral supports) & push-in to target student growth in classroom conducive behavior & self-monitoring activities. The obj. is to ensure students are successful in their least restrictive environment. Total: \$98,212.15 | 1100 - [109] (Salaries) \$57,752.00 | 1100 - [200-299] (Benefits) \$40,460.15.

#### 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)	288,218.03
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	71,084.10
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	524,648.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	51,358.40
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	157,926.93
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Sp Ed Contract Services, Nurse & MHSC S	200,568.10
<input type="checkbox"/> Category 8 (Other)	0.00
<input type="checkbox"/> Category 9 (Other)	0.00
<input type="checkbox"/> Category 10 (Other)	0.00
<input type="checkbox"/> Category 11 (Other)	0.00
<input type="checkbox"/> Category 12 (Other)	0.00
<input type="checkbox"/> Administrative Costs (must be reasonable and necessary)	0.00
<input checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	400,000.00
<b>Total Cost:</b>	<b>1,693,803.56</b>

### Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

Example #1:

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

Example #2:

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

System Wide IT Specialist (1.00 FTE), - funds to employ 1 **System Wide IT Specialist** (1.00FTE) (21-22, 22-23, & 23-24) to assist w/ the consistent increase of technology use w/ students & staff due to COVID19. Total: \$185,427.13 | 2190 - [139] (Salaries) \$131,531.00 | 2190 - [200-299] (Benefits) \$53,896.13.

EL Instructional Aide (1.00 FTE). - funds to employ 1 EL Instructional Aide (1.00FTE) (21-22, 22-23, & 23-24 years) Based on individual student's needs (I-ELP's) EL personnel will use pull out (language proficiency lessons) & push in to target student growth in language proficiency & academics, the obj is to ensure students are successful in the least restrictive environment. EL Staff will collaborate w/ teachers to ensure that ELs are engaged in language & academics, & I-ELP goals are being met & develop lessons that will target long term needs. This is in addition to the normal instruction the students receive. Total: \$98,226.02 | 1100 - [101] (Salaries) \$58,302.00 | 1100 - [200-299] (Benefits) \$39,924.02.

EL Teacher Stipend (0.00 FTE). - funds to provide a stipend for an EL Teacher (0.00FTE) (23-24 year) to provide after hour/summer assistance w/ interpreting, proofreading & ACCESS testing for the system. Total: \$3,004.75 | 2215 - [192] (Salaries) \$2,500.00 | 2215 - [200-299] (Benefits) \$504.75.

Computer Science Training Stipend (0.00 FTE). - funds to provide a stipend for computer science summer PD (0.00FTE) (2021 summer) for 5 days for 1 teacher to attend the E3 Computer Science Training. Total: \$1,560.13 | 2215 - [192] (Salaries) \$1,300.00 | 2215 - [200-299] (Benefits) \$260.13.

## Category 2 (Technology & Online Subscriptions)

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

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

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).

Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

ARP ESSER funds will be used to purchase the following technology items to supplement classroom instruction. Interactive Panels (5) \$17,820.00; Microsoft Surface Pros (6) \$6,317.10; 55" TV w/ mounting brackets (1), chromebox (1), wireless keyboard & mouse (1), web camera (1), & cables \$900.00; 65" Mimio Boards (3) \$7,047.00. ARP ESSER funds will also be used to purchase a subscription to Blackboard Connect (used system wide to communicate in a timely manner w/ our stakeholders) \$39,000 (all subscriptions will expire prior to September 30, 2024). Total: \$71,084.10 | 1100 - [300-399] (Software License) \$39,000.00 | 1100 - [400-499] (Technology) \$32,084.10

## 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

In a time when air quality is essential, having a school building that is encapsulated is imperative in order to ensure the building has clean air. Fixing these exterior windows allows for that to happen. Based on the safety of our students these windows should remain sealed at all times and currently they are not capable of doing so. ARP ESSER funds will be used to repair windows at Etowah High School and windows at Attalla Elementary School. Repair and replace HVAC units system wide, and provide COVID19 Dividers at Attalla Elementary School for PK-5 students. All services will be completed by June 2024. Total Cost: \$524,648.00 | 7200 - [500-599] (Capitalized Building Improvements Windows) \$450,000. | 3200 - [300-399] (Non Capitalized Units and Supplies for Repairs) \$74,648.00.

## Category 4 (Professional Development)

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

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

Example:

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



- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000

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

[Cont.]

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

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

[Cont.]

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

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, & other instructional staff that support increased student achievement in all core subject areas. The Professional development will be spread out over the three years 2021-2022, 2022-2023, & 2023-2024. Listed below are more details. Total: \$51,358.40 | 2190 – [399] \$21,849.00. | 2215 – [300-399] \$29,509.40

1. Special Education Behavioral Support – Teachers & Administration will receive ongoing training to identify behavioral needs in students, develop plans to address these needs, implement the behavioral plans, & evaluate student progress toward behavioral goals, & make adjustments as needed. Contract w/ Coosa Behavioral Services at an estimated a cost of \$3,600.00 (\$1,200.00 for each school year)

2. Special Education PD for Behavior Modification training –Exp& PD for behavior modification (MCS [restraint] & De-escalation training) quote for \$18,249.00 (\$6,083.00 per year)

3. Travel & Registration for PD for the following to be spread out over the 3 years - Staff will acquire high quality PD via AMSTI, ARI, SED/CLAS/SRB PD, Core Academic Course of Study PD, Social & Emotional Behavior whole education series (modules), Alabama Best Practice (KLN & PCN) vendor sponsored activities, book-study activities, &/or model site visits as shown by PD & sign in sheets, staff evaluations, observation via classroom walk-throughs that result in improved student performance as shown by student data.

- a. 1 Special Education Director - \$9,000.00
- b. 1 EL Coordinator - \$6,000.00
- c. 1 Mental Health Service Coordinator - \$6,000.00
- d. 1 Federal Programs Director - \$1,700.00
- e. 1 Curriculum Director - \$1,700.00
- f. 1 General Student Services, Transportation, Maintenance, & CNP Director - \$2,000.00
- g. 1 Technology Director - \$2,000.00
- h. 1 Superintendent - \$1,109.40

### 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 student classroom supplies and materials to help increase student achievement. These will be purchased in all three school years, 2021-2022; 2022-2023; and 2023-2024. Total Cost: \$157,926.93 | 1100 – [411] \$157,926.93

#### 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

N/A

#### Category 7 (Other)

Provide the following information for Category 7 (Other):

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

ARP ESSER funds will be used to help purchase contract services for special education students & supplies for our nurses & mental health service coordinator. Total: \$200,568.10 | 2190 [300-399] \$146,000.00 | 2140 [400-499] \$38,593.02 | 2190 [400-499] \$15,975.08

• Special Education Contract Services (0.00 FTE) - ARP ESSER funds will be used to purchase contract services for special education students such as OT/PT & behavior services. This will be a total cost of \$146,000.00 (10,000 years 21-22) (68,000.00 years 22-23) (\$68,000.00 year 23-24).

• Nurse Supplies (0.00 FTE) - ARP ESSER funds will be used to purchase PPE, clinical supplies based on monitoring (vinyl recliners, stationary ice machines for each nurse station, & lockable medication boxes for inside lockable cabinets) & medical supplies for system nurses in order to mitigate COVID19. Total Cost \$38,593.02 for school years 2021-2022, 2022-2023, & 2023-2024.

• Mental Health Service Coordinator Supplies (0.00 FTE) - supplies to work w/ the students & staff for emotional & social health (sensory kits for each school, student supplies to promote social & emotional health, etc.). Total Cost \$15,975.08 for school years 2021-2022, 2022-2023, & 2023-2024.

#### 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)

N/A

#### 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 not utilizing grant funds for administrative costs. ▼

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

N/A

#### Indirect Costs

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

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

18.78 % - Unrestricted Indirect Cost Rate for LEA

\$492,638.46

Maximum Indirect Cost amount for the ARP ESSER Fund

Function/Object Code used on the Budget Grid









6910/910

#### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#">ESSER III JOB DISCRIPTIONS</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">Flocabulary Rubric</a>
 	Supporting Documentation #1	<a href="#">E3 Computer Science Summer Training</a>
 	Supporting Documentation #2	<a href="#">APEX rubric</a>

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

<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>1. Allocations</b> </div> <div style="margin-left: 20px;">           1. Review the ARP ESSER allocation for the LEA.         </div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>2. Assurances</b> </div> <div style="margin-left: 20px;">           1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?         </div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>3. Cover Page &amp; Required Narratives</b> </div> <div style="margin-left: 20px;">           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; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>4. Budget Grid</b> </div> <div style="margin-left: 20px;">           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; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>5. LEA Reservation to Address Loss of Instructional Time</b> </div> <div style="margin-left: 20px;">           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; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>6. Remaining ARP ESSER Fund Uses</b> </div> <div style="margin-left: 20px;">           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; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>7. Administrative Costs</b> </div> <div style="margin-left: 20px;">           1. Did the LEA select if they will be using ARP ESSER funds for administrative costs?  <b>If the LEA selected yes, then...</b>            2. Do the expenditures in the narrative match the budget grid?            3. Are the expenditures allowable under the ARP?            4. Are the expenditures reasonable, necessary, and allocable?            5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)?            6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure?         </div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> <b>8. Indirect Costs</b> </div> <div style="margin-left: 20px;">           1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?         </div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">OK ▼</div>

If the LEA selected yes, then...

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



#### 9. Related Documents

OK ▼

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

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	49,920.00	10,078.86	65,792.24	115,358.26	0.00	0.00		0.00	0.00	241,149.36	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)	15,220.00	3,012.68	0.00	0.00		0.00		0.00	0.00	18,232.68	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)	22,680.00	4,579.05	6,000.00	0.00	0.00	0.00		0.00	0.00	33,259.05	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	2,500.00	0.00	0.00	0.00		0.00	0.00	2,500.00	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	19,200.00	3,876.48	0.00	0.00	0.00	0.00		0.00	0.00	23,076.48	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	12,960.00	2,616.63	4,650.00	0.00	0.00	0.00		0.00	0.00	20,226.63	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	6,069.48	464.32	0.00	0.00	0.00	0.00		0.00	0.00	6,533.80	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	126,049.48	24,628.02	78,942.24	115,358.26	0.00	0.00	0.00	0.00	0.00	344,978.00	Total
Adjusted Allocation										344,978.00	
Remaining										0.00	

#### ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

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

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

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

#### Required Narratives

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

\* The Attalla City School District remained open for face-to-face instruction starting in August 2020 and stayed open through May 2021. It is important for our district to recognize that the school closures in March 2020-May 2020 also had a negative impact on student learning through the engagement of synchronous and asynchronous learning online. This past school year, the biggest challenge schools faced was due to absences for students and teachers who were subject to quarantine or isolation. In looking at our data, we have identified the students who are not at grade level in the areas of reading and math specifically through the analysis of school based assessments. The district will bring on a new HS Principal and PK-5 Principal to lead efforts with school staff in the 2021-2022 school year to address the learning loss of students and develop multiple research-based strategies to address the learning loss of our students.

Strategies the district will utilize include providing after-school learning opportunities to address loss of learning for students not meeting current grade-level criteria. Summer Learning Academy programs will continue to be supplemented through ARP ESSER funds to continue to address lost instructional time during the 2020-2021 school year for students not meeting academic expectations for 2021-2022. During the after school learning opportunities and summer learning, students not meeting learning expectations will be engaged with evidence-based programs facilitated by a certified staff members.

Our school district's primary focus for our PK-12 students will focus on research-based interventions. Our plan is to focus on strengthening our Tier 1 program in 2021-2022 and dive further into Tier 2 and Tier 3 interventions that students need. Using data to drive instruction, academic supplements to engage students in practice, after-school tutoring for academic enrichment, and professional development for staff. Our plan will focus our attention on MTSS systematically as we look to grow and strengthen this program and provide our students the necessary time and financial resources to mitigate learning loss due to the COVID-19 pandemic.

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).

\* The Attalla City School District's surveys on strategies to implement a safe return to in-person instruction resulted in a variety of responses with a majority citing basic mitigation strategies such as washing of hands, students and staff staying home when they are sick, prioritizing in-person instruction, sanitizing and disinfecting when possible, and not mandating but highly recommending the use of masks. Surveys with stakeholders showed that many believed an increase in small group or one-on-one instruction, after-school tutoring, enrichment, and increased in-person instruction will help the school district address learning gaps caused by loss of instructional time due to COVID-19. The use of counselors, relationship-building, and clear communication were strategies that a majority of stakeholders believed would help address social emotional learning for students. Most stakeholders believed that the greatest positive impact on the Attalla City School District would be a result of increased in-person instructional time, after-school tutoring, increased instructional resources, and increased staffing. The Attalla City School District will employ a mental health coordinator, an additional ESL paraprofessional, and additional personnel to help mitigate learning loss for all students, but concentrating on our special populations. We also will provide school supplies to all students PK – 12 to help offset the parental burden of purchasing these items. Virtual facilitators will be employed for our high school. Additional CNP and custodial personnel will be employed to help with summer learning.

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.

\*

The LEA will identify through benchmark testing that will be conducted at the beginning of the 2021-2022 school year. Students identify with learning loss due to missed instruction will be engaged and given specialized instruction in order to help close the learning gaps. A variety of learning measures will be utilized including but not limited to: 1:1 instruction, small group instruction, summer school/camps, and other instructional methods.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	51,790.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	51,790.00
<input checked="" type="checkbox"/>	Intervention C (Other)	241,398.00
	learning loss	
Total Cost:		344,978.00

#### 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 supplement the Summer Literacy Camp during the Summer of 2021, 2022, 2023, and 2024. The camp will run for 18 days (four days a week). Subjects to be covered are science, technology, engineering, mathematics, and reading. We will purchase general supplies as needed to effectively run the program. There will be zero FTEs. Summer Physical Education Enrichment Activities will be provided. Total cost: \$51,790.00

1100 - [400-499] (Materials and Supplies) \$4,148.88  
 2190 - [010-199] (MHSC & EL Salaries) \$14,040.00 | 2190 - [200-299] (Benefits) \$2,834.64  
 2140 - [010-199] (Nurse Salaries) \$15,220.00 | 2140 - [200-299] (Benefits) \$3,012.68  
 9130 - [010-199] (1 Teacher and 1 Aide Salaries) \$6,069.48 | 9130 - [200-299] (Benefits) \$464.32  
 2190 - [300-399] (Physical Education Enrichment) \$6,000.00

#### Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER funds will be used to supplement our after school programs with purchases for after school tutoring labs such as



mimo boards and computers for each program (3), instructional supplies, and other instructional supplies. There will be no ftes as the tutors are paid through our High Hopes Grant and this will end by 9/30/2024. Total Cost \$51,790.00

1100 – [411] (Materials and Supplies) \$15,895.00

1100- [419] (Other Instructional Supplies) \$15,895.00

1100 – [495] (Computer Hardware) \$20,000.00

#### Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

1. ARP ESSER funds will be used to supplement summer reading camps and address K-3 literacy by providing not covered salaries for the bus drivers, CNP workers, and fuel for transportation.

- 4188 - [010-199] (Bus Driver Salaries) \$12,960.00 | 4120 - [200-299] (Bus Driver Benefits) \$2,616.63
- 4188 - [300-399] (Mileage for Buses) \$4,650.00
- 4210 - [010-199] (CNP Workers' Salaries) \$8,640.00 | 4120 - [200-299] (Benefits) \$1,744.41

After the K-3 Literacy requirement has been met we would like to use the funds for the following:

2. ARP ESSER funds will be used to supplement summer learning by providing summer school intervention for our students. There will be zero FTEs and this will be for summer 2022, 2023, and 2024. Subjects to be covered are science, mathematics, reading, and social studies.

- 1100 - [010-199] (Teachers' Salaries) \$49,920.00 | 1100 - [200-299] (Benefits) \$10,078.86
- 3200 – [010-199] (Custodians Salaries) \$19,200.00 | 3200- [200-299] (Benefits) \$3,876.48

3. ARP ESSER funds will be used to purchase more APEX seats for the school year 2022-2023.

4. ARP ESSER funds will be used to purchase ACT material for extended learning opportunities for students after school and during the summer along with the professional development for the ACT instructor for school year 2021-2022.

- 1100 – [300-399] (APEX Program) \$20,187.37 | 1100 – [300-399] (ACT Material) \$35,220.00
- 2215 – [300-399] (PD for Instructor) \$2,500.00

5. ARP ESSER funds will be used to purchase supplies for dyslexia students, along with a subscription to Brain Pop JR for PK-5<sup>th</sup> grades for school years 2021-2022, 2022-2023, and 2023-2024.

- 1100 – [400-499] (Supplies for Dyslexia) \$22,419.38
- 1100 – [300-399] (Brain Pop Jr Program) \$10,384.87 subscription will end 9/30/2024

6. ARP ESSER funds will be used to purchase supplies for science lab equipment to mitigate the spread of COVID19 for school year 2021-2022.









- 1100 – [400-499] \$10,000.00

#### SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#"><u>ESSER III STATE RESERVE JOB DISCRIPTIONS</u></a>
 	"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?	