Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved

Friday, December 10, 2021 4:17 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	4,130,457.00	285,905.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	4,130,457.00	285,905.00
Adjusted Allocation	4,130,457.00	285,905.00
Budgeted	4,130,457.00	285,905.00

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved Friday, December 10, 2021 4:17 PM Assurances

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) <u>Interim Final Requirements</u> 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.

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved Friday, December 10, 2021 4:17 PM LEA Superintendent Assurances Confirmation
LEA Superintendent Assurances Confirmation
✓ Indicates LEA Superintendent Approval based on Assurances.

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved Friday, December 10, 2021 4:17 PM Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	12/9/2021
ARP ESSER State Reserve	12/9/2021

	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)	237,476.00	47,685.18	109,000.00	614,826.29	0.00	0.00		0.00	0.00	1,008,987.47	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)	14,000.00	0.00	0.00	0.00		0.00		0.00	0.00	14,000.00	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	166,367.00		0.00	0.00	166,367.00	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	70,000.00	45,125.00	775,000.00	0.00		0.00	0.00	890,125.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	50,000.00	0.00	80,000.00	0.00		0.00	0.00	130,000.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	595,448.60	0.00	595,448.60	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					910,000.00					910,000.00	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	Ī	0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	201,549.00	40,479.93	173,500.00	0.00	0.00	0.00		0.00	0.00	415,528.93	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	ſ	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	453,025.00	88,165.11	402,500.00	659,951.29	1,765,000.00	166,367.00	0.00	595,448.60	0.00	4,130,457.00	Total
								Adjus	ted Allocation	4,130,457.00	
									Remaining	0.00	

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved Friday, December 10, 2021 4:17 PM ARP ESSER - Application Details

Cover Page & Required Narratives

Required Narratives

Superintendent of Schools	
Name	* Lisa Stamps, Ph.D.
ARP ESSER Point of Contact	
Name	* Christy Kearley
Role	* Federal Programs and Curriculum
Phone	* 334-598-2456
Ext	2204

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?

Our school system is requiring masks and social distancing our students. Teachers are traveling from class to class instead of having students change classes in K-6th grades. In order to better spread out our students while eating we are adding additional tables to our lunchrooms and adding outdoor seating for open air instruction use or for eating during meal times on all campuses. At the middle school an outdoor classroom will be built in addition to the outdoor dining area. Currently, we do not have a kitchen on our elementary school campus. Food has to be cooked, boxed, and transported to that campus. Then it is unpacked and distributed. In order to reduce the chances of contamination in multiple locations and to improve our ability to control the temperature of the elementary students' food, we are going to build a kitchen onto the dining area. We are contracting an additional custodial services supervisor for 18 months to help ensure we are cleaning/sanitizing our campuses thoroughly and frequently. We have also set aside money to pay subs for teachers at all 3 schools who are absent due to COVID so that we can keep the doors open and the students properly supervised. In order to remove unhealthy allergens and soft surfaces which hold the virus and are more difficult to sanitize, we are replacing flooring at all 3 schools. Most of the middle school campus flooring was replaced recently during a remodel, but there were some areas that still need attention. In an effort to keep our students hydrated in a safe manner, we are replacing unusable water fountains with refillable water stations on all 3 campuses. In order to better spread our students out on bus routes we are setting aside money to assist in purchasing 2 new buses. (Fleet renewal funds will supplement this purchase.) To assist with student safety on another bus, a camera system will be purchased so that close contacts can be easily identified if needed. In order to reduce the chances of the virus spreading in our football locker room, old wooden lockers will be torn out and replaced with new coated surface lockers that allow team members to have their own space to store sweaty/spit covered items. Additional weight equipment will also be purchased to spread students out during weight training classes/practices. For special needs students who need assistance transitioning from their wheelchairs to the toilet, we are acquiring an electric transfer lift so that an adult does not have to be in close contact to lift and transfer students. Additionally, there is much less chance of injury to the adult or the student using a secure lift belt. Also for our students with special needs, we are moving our sensory area from the small closet space in which it is currently housed into an larger room so that students can more easily adhere to proper social distancing guidelines. We are also adding additional sensory materials so that the items can be sanitized and have time to dry in between uses by multiple students. Currently, our items are so limited that the sensory area is not functional for some time after being used by one student. This current and the new enlarged sensory area allow students with behavioral needs to remove themselves from the classroom when they are becoming overwhelmed/overstimulated before they have a emotional breakdown. Then, they can guickly return to the classroom to rejoin learning with only minimal lost instruction time. Without access to this area/room, students often have emotional outbursts which prohibit their learning and the learning of the entire class. Research shows that it takes over an hour for students who reach this heightened state to recover enough for new learning to take place. For this reason, 15-20 minutes of sensory room access is essential to the learning of these students and their classmates. Additional classroom furniture will be purchased so that we can spread students out. We currently have a lot of 2-person desk/tables that do not allow students to sit 3+ feet apart. We have hired additional teacher units so that fewer students are in each class, but we need to buy furniture for these teachers to use in the previously unfurnished classrooms.

1100-400 (0015) Outdoor classroom furniture \$20,000

1100-400 (0025) Outdoor classroom furniture \$20,000

3100-492 (0025) Outdoor dining furniture \$20,000

3100-492 (0010) Cafeteria Dining Furniture \$30,000

7200-514 (0025) Outdoor Classroom \$120,000

7200-514 (0015) Kitchen Building Project 3200-347 (systemwide) Custodial Services Supervisor \$70,000 1100-335 COVID Subs (0010) \$7,000 1100-335 COVID Subs (0015) \$20,000 1100-335 COVID Subs (0025) \$7,000 3200-515 Flooring (0010) \$350,000 3200-515 Flooring (0015) \$350,000 3200-515 Flooring (0025) \$75,000 3900-492 (4) Water Bottle Filling stations (0010) \$7500 3900-492 (2) Water Bottle Filling stations (0015) \$3750 3900-492 (2) Water Bottle Filling stations (0025) \$3750 4120-532 Bus purchase (systemwide) \$80,000 1100-498 Lockers for Locker Room (0010/0025) \$30,000 1100-415 Weight Training Equipment (0010/0025) \$50,000 1100-491 Wheelchair to toilet transfer lift (0025) \$2,000 1100-491 Sensory room materials \$25,000 (WES 0015)

1100-492 Classroom furniture (desks/tables) (0010) \$25,000

1100-492 Student desks (0025) \$37,900

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?

1100-492 Bookshelves/computer desks/small group tables/other classroom furniture (0025) \$14,300.00

Our system will ensure the evidence-based interventions will address the academic impact of lost instructional time of students by providing all students with necessary academic, social, emotional, behavioral, and mental supports. We will provide intensive programs and services during the school day, after school, and in the summer to all students especially those who show the most loss. We will monitor these students' progress regularly at MTSS meetings and intervene as needed. Some of the evidence-based programs we will use include:

SPIRE Reading Intervention paper-based program which will be used with our K-4 students who are more than two grade levels behind in reading. (Purchased with state allocation)

Sonday Phonics digital program and paper-based materials will be used with our K-2 students who are not progressing in SPIRE. (purchased with State allocation)

1100 (333) \$10,000 The Imagine Learning program is an evidenced-based language program that will help our ML students by promoting rigorous and equitable development of language that accelerates learning across all subjects, transforming our ML students into stronger and more confident learners. An additional year of these licenses will be purchased for the 22-23 school year.

1100 (333) \$46,000 (0010/0025) Edgenuity Courseware will be purchased for use with our middle and high school students for credit recovery so that they can focus on the standards they have not mastered. Edgenuity PathBlazer will be used with our middle and high school students to build individual pathways for independent remediation. Both of these programs can be accessed from any computer. This will purchase licenses for a portion of the 21-22 and all of the 22-23 school year including summer school learning.

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.

* Students who are more than two years behind academically, will be the focus of reading and math interventions regardless of race or gender. If we cannot provide enough tutoring spots for all students in need, priority will be given to low income students and ML students. We will ensure that all students' progress is monitored during the year through MTSS meetings and provide interventions to at-risk students as we pay special attention to possible barriers that might impede their learning. iReady Diagnostic Assessments will be used 3 times per year to monitor student progress. Teachers will use a variety of formative assessments throughout the year on a weekly basis to report student progress to the MTSS Team between diagnostic assessment periods. Branching Minds will be used to monitor the implementation of the team suggested instructional strategies and prescription program use. All faculty who have a vested interest in that student will be able to record data and parent contact notes in a central location where all can view. Progress with-in iReady and Path-Blazer programs will also be used assess student progress.

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 system has purchased Branching Minds to assist our elementary and middles schools in assessing which programs are being used to fidelity by our faculty, students, and staff and to identify which of these programs are helping students progress the most. The program will help us analyze data by grade level, gender, race and ethnicity, and by specific classroom. This will help us determine if specific programs are more successful with certain groups or when implemented by specific teachers. Any programs or professional development and teaching strategies that are not proving successful will be pruned from our tools. Programs or instructional strategies that are proving to have a strong impact on student progress will be continued and pushed harder if appropriate. The staff of the Daleville City Schools will inform families of student progress. Parents will be important members of SRIP teams, 504 teams, IEP teams, IEP teams, and of their students' everyday classroom instruction. We have built in parent teacher conference times into our yearly calendar and our elementary and middle schools make use of student led conferences so that students can own their own data and share it with their families. Our community and families are also kept informed/engaged through Remind, newsletters, emails, phone calls, face-to-face meetings, virtual conferences, surveys, and Title meetings. We will make every effort to reach our students' families and keep them informed of their children's educational progress.

The superintendent, CSFO, Special Education/EL Coordinator, and Federal Programs Coordinator reviewed the needs submitted by the advisory committee to prioritize what items would be funded with the ARP ESSER 3 funding. Once the budget is approved, the information will be shared with school admin and program coordinators who will be responsible for ordering the equipment, materials and services and hiring the personnel included in the budget. All requisitions will go through the Federal Programs Coordinator AND the CSFO in order to be sure the funds are being used as appropriated. When equipment and nonconsumable materials arrive, they will be tagged and distributed following our system policy and procedures and will be included in all end of the year inventory checks until they reach their end-of-life. Then, the person in-charge of checking the inventory for that location will complete an end-of-life disposition form and submit it to the building administrator where it will be forwarded to the federal programs coordinator who will secure the superintendent's signature on the disposition form. Inner system audit checks will be done periodically, and state auditor checks on the materials may be done at any time throughout the school year for additional accountability purposes.

Once the ARP ESSER 3 budget is approved, an outline of the plan will be placed on the district website so that the public has access to how these funds are being used within our district.

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

* The staff of the Daleville City Schools will engage our community and families by communicating with them in various ways – Remind, newsletters, email, phone calls, face-to-face meetings, virtual meetings, surveys, and Title I meetings. We will make every effort to gain their input and to involve them in decisions regarding our children's education. We will provide resources to them as needed and requested. Parent resources are posted on our websites to help with homework and to help parents better understand how to help their students with schoolwork at home. Parents are invited in for SRIP meetings, IEP meetings, parent-teacher conferences, PTA meetings, and The Leader In Me activities in person when appropriate and through virtual platforms when it is not.

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.

Bu	dget Amount & Details for Interventions	Amount
•	Intervention A (Summer Learning & Summer Enrichment Programs)	78,296.85
	Intervention B (Extended Day Programs)	0.00
•	Intervention C (Comprehensive After-School Programs)	244,050.00
	Intervention D (Extended School Year Programs)	0.00
•	Intervention E (Other) Imagine Learning/Instructional materials/	503,744.55
	Total Cost	826,091.40

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

These ARP ESSER funds will be used to host the middle and high school summer school programs. They run for 2 sessions of up to 4 weeks each. There, we will use Edgenuity Courseware to provide instruction for students in the standards they failed to master during the school year. Two teachers (1 per school/2 FTEs) will oversee the classes for these students. In-person instruction will be provided by a math teacher on each campus (2 FTEs) for students who failed portions of their math courses during the school year. Additionally, we will utilize our online subscription to Edgenuity MyPath for all of our students to use for the duration of the summer program, and Curriculum and Associates iReady for DMS Students (mostly 5th and 6th grades) to use for remediation as needed during the summer, and Imagine Learning to assist our participating EL students with their language and vocabulary development. Summer School, Total cost: \$78,296.85

DMS/DHS Summer 2023

- 9130 [199] Teacher salaries for 1 summer (4 FTEs) \$23,565.00
- 9130 [200-299] Teacher Benefits for 1 summer (4 FTEs) \$4731.85
- 9130 [333] (Software for 1 full year and part of another year for DMS 0025/DHS 0010 for credit recovery/summer school) \$46,000 Edgenuity Courseware Program
- 9130 [333] (Systemwide software limited licensure for 2 years) \$4,000 n2y LLC software licenses for at-risk students on both campuses.

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)

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)

This ARP ESSER 3 money will be used to provide afterschool tutoring at each campus 4 hours per week for 40 weeks of the 22-23 school year. It will purchase additional software licenses for afterschool tutoring during the 21-22 school year, as well. Other sources of funding are also being used to provide tutoring for the 21-22 school year including the ARP ESSER 3 state allocation and ESSER 2 funds. At Windham and DMS, this money will be used to hire an additional tutor at each school. Tutoring will be provided by 8 different teachers in 22-23 school year for math and reading at each school (12 FTEs). At WES and DMS, tutoring is provided for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st) according to their iReady diagnostic assessments and Branching Minds data. For 7th-12th grades, tutoring is provided for any student failing a class, and/or any student who is performing 2 or more grade levels behind in reading or math according to the iReady assessment data and Branching Minds data. At DHS, any student may attend a student tutoring group whenever they feel like they need extra support on a specific topic or homework help of any kind. Reading instruction at WES and DMS is usually provided through a combination of LETRS and ARI instructional strategies and the use of iReady teacher Toolbox lessons, SPIRE materials, or other free access materials suggested by the Branching Minds intervention strategies platform. Math instruction is usually provided through the use of iReady teacher Toolbox lessons or specific standards-based curriculum materials for that grade level, or other free access materials suggested by the Branching Minds intervention strategies platform. At WES and DMS, The Branching Minds program is used to facilitate the MTSS process. It helps organize interventions and develop individualized programs for students at risk of failing or referral to special education programs. It suggests applicable intervention strategies and lessons based on the students' needs from free digital resources or the resources we have purchased and linked to the Branching Minds platform. This program allows teachers to enter performance data, parent communications, or general notes in one central location so the entire team can see them. It is a central location to record what strategies the team suggests for implementation, who is responsible for that implementation, and the outcome or progress made during the use of those strategies. It also automatically pulls in activities done on digital education platforms such as iReady and Edgenuity. Making this data more easily accessed in MTSS meetings so the team can get a better picture of the complete approach for each student and the effect it is having.

At DHS, tutoring is usually provided by teachers and supplemented by high school honor students. Four teachers will be providing afterschool tutoring 4 days a week this year (6 FTEs). The teachers will provide direct instruction in a small group and the students will act as one-on-one tutors for homework help or concept reviews. The teachers will be available to support those students as needed through further instruction or clarification. Student materials are mainly from the programs and curriculum from daily school instruction and are not purchased additionally. Edgenuity is sometimes used but purchased from other ESSER funds. This tutoring will incorporate ACT and WorkKeys specific tutoring as needed.

Total cost: \$244,050.00

9130 - [199] (WES Teacher Salaries for 22-23) (6 FTEs) \$33,600

9130 - [200-299] (WES Teacher Benefits for 22-23) \$6,750

9130 - [199] (DMS Teacher Salaries for 22-23) (6 FTEs) \$33,184

9130 - [200-299] (DMS Teacher Benefits for 22-23) \$6,666

9130 - [199] (DHS Teacher Salaries for 22-23) (6 FTEs) \$33,600

9130 - [200-299] (DHS Teacher Benefits for 22-23) \$6,750

9130 - [333] [software for 2 years (FY22 and FY23) at DMS 0025] **\$65,000** Curriculum and Associates/iReady Assessment Program for Reading and Math, intervention software for R/M, and Teacher ToolBox Access to teacher R/M materials for intervention lessons

9130 - [333] (software for FY22 at WES 0010) \$32,500 Curriculum and Associates/iReady Assessment Program for Reading and Math, intervention software for R/M, and Teacher ToolBox Access to teacher R/M materials for intervention lessons

9130 - [333] (software for 2 years at DMS 0025 and 0015 WES) \$26,000 Branching Minds Software License

Intervention D (Extended School Year Programs)

Provide the following information for Intervention D (Extended School Year Programs):

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

Intervention E (Other)

Provide the following information for Intervention E (Other):

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

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

Intervention E Total cost: \$503,744.55

Additional funding (in addition to the state allocation for K-3) will also be needed to host our K-3 Summer Literacy Programs for the next 3 summers. Last year, we invited over 100 K-4 students to participate. The 4th graders were added as they are the only grade level at the elementary school who were not being served. Parents called asking that their 4th grade students be permitted to participate. We anticipate adding 4th graders to this program over the next 3 summers as well. Additional Teacher, counselor, and para units will be needed to cover these 4th graders and the large number of K-3 students we serve in our district as well. (10 total FTEs)

- 9130 [199] (Teacher/Counselor Salaries for 3 summers 9 FTEs) \$70,000.00
- 9130 [200-299] (Teacher/Counselor benefits for 3 summers) \$14,056.00
- 9130 [199] (1 Para's Salaries for 3 summers 1 FTE) \$7,600.00
- 9130 [200-299] (1 Para's Benefits) \$1,526.08

This ARP ESSER 3 money will be used to purchase licenses for the Imagine Learning program for FY22 and FY 23 school years. It is an evidenced-based language program that will help our ML students by promoting rigorous and equitable development of language that accelerates learning across all subjects, transforming our WES EL students into stronger and more confident learners.

Rigby Reading Assessments will also be purchased for K-5th grade in order to progress monitor students who are behind in reading for the reading requirements for the AL Literacy Act.

- 1100 (333) \$20,000 The Imagine Learning program Site License WES 0015
- 1100- [010-199] \$60,000 K Teacher for WES 0015 Salary for the 21/22 and 22/23 school years 1 FTE per year)
- 1100 [200-299] **\$12,048** K Teacher for WES 0015 Benefits for 2 years)
- 1100- [010-199] \$60,000 A Split first and second grade teacher to remediate first grade students who weren't quite ready for 2nd grade. To push them through 2nd semester of 1st grade material and into 2nd grade material by Christmas for WES 0015 Salary for the 21/22 and 22/23 school years 1 FTE per year)
- 1100 [200-299] **\$12,048** 1/2 split Teacher for WES 0015 Benefits for 2 years)
- 1100 (419) \$40,000 The Leader In Me is a program which focuses on Social and Emotional Learning. It helps our students learn to be better people by building others up instead of tearing others down and by encouraging them to find and recognize their own strengths and the strengths of others. This will provide a site license for the 21-22 and 22-23 school years at DMS and WES.
- 1100 (333) \$10,000 ICEV software is used within our Career Tech program. It is an engaging program that offers students individualized instructional resources and opportunities to earn industry recognized certifications in multiple vocational areas.
- 1100 (419) \$4800 Smart Language Translators The Pocketalk Classic Language Translator Device is a portable device that assists in 2-way communication by providing Smart Translations in real time. The devices cost around \$325 each with shipping and a 2-year data plan. Sixteen devices will be shared between Career Tech instructors to help with the language barrier of our ML students who participate in CT courses at an increased proportion. The devices will aid in student engagement among ML students by helping with new and unfamiliar vocational vocabulary terms and concepts.
- 1100 [410] Instructional materials including ACT/WorkKeys specific test prep materials and curriculum for 2 years (\$76,666.47), workbooks and other remediation-specific materials such as AL state testing specific Savvas/EnVision math testing Workbooks for K-8 (\$45,000), composition notebooks for use with writing practice related to subject area content for 2 years --ie Math and Science journals, and binders for student data folders so students can take ownership of their own goals and data K-8 (\$20,000), and math manipulatives for k-6 for remediation lessons (\$25,000) Rigby Reading Assessments for K-5th grade (\$25,000)

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.

Bud	get Amount & Details for Additional Uses (Include Name for Other Categories)	Amount
✓	Category 1 (Personnel)	211,065.18
✓	Category 2 (Technology & Online Subscriptions)	42,500.00
4	Category 3 (Facility Improvements)	1,749,484.82
	Category 4 (Professional Development)	0.00
✓	Category 5 (Curriculum Materials & Assessments)	212,000.00
	Category 6 (Parent & Family Engagement Activities)	0.00
V	Category 7 (Other) Furniture	315,867.00
/	Category 8 (Other) Transportation	130,000.00
/	Category 9 (Other) Health and Safety	48,000.00
	Category 10 (Other)	0.00
	Category 11 (Other)	0.00
	Category 12 (Other)	0.00
	Administrative Costs (must be reasonable and necessary)	0.00
/	Indirect Costs (maximum amount is the unrestricted rate)	595,448.60
	Tot	al Cost: 3,304,365.60

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

Personnel Total Cost \$211,065.18

ARP ESSER funds will be used to contract an additional custodial services supervisor for 18 months (21-22 and 22-23 school years) to help ensure we are cleaning/sanitizing our campuses thoroughly and frequently in order to keep our students, faculty, and staff safe. The services will be charged to the system as he will be overseeing custodians on all campuses. The salary contract will be for \$70,000 and no benefits will be paid. This money will also be used to hire some personnel to provide intervention services. A behavior interventionist is being hired for DHS 0010 and DMS 0025 for FY22 (1 FTE). In an attempt to keep students in school by reducing out-of-school suspensions, a behavioral teacher will be employed to provide instruction--behavioral and academic, in a small group setting during the school day. Also, our system now has around 100 English Language Learners and only 1 system-wide EL teacher (.37 FTE). In order to meet the unique learning needs and recoup the language acquisition that was lost during COVID shutdowns, we are hiring an additional para-educator for DMS/DHS to assist the ML teacher. The ML para already employed at WES will also be paid as art of this intervention program to help one of the groups of students most affected by COVID Campus Closures. A portion of the ML teacher's salary will also be paid from these funds as we will not receive enough Title III funding this year to cover that portion of her cost.

Custodial Services Maxwell supervisor systemwide 3200-347

salary \$70,00018 months

1100(012) \$63,300 (Behavioral Intervention Teacher for DMS 0010 and DMS 0025 Salary for the 21/22 school year - 1 FTE)

1100(200-299) \$12,710.64 (Behavioral Intervention Teacher for DMS 0010 and DMS 0025 Benefits for FY22)

1100(011) \$20,176 (EL Teacher system-wide partial Salary for the 21/22 school year - .37 FTE per year)

1100 - [200-299] **\$4051.34** (EL Teacher system-wide partial Benefits for 1 year)

1100- [101] \$17,000 (EL Para for DMS 0010 and DMS 0025 Salary for the 21/22 school year - 1 FTE per year)

1100 - [200-299] \$3,413.60 EL Para for DMS 0010 and DMS 0025 Benefits for 2 years

1100- [101] \$17,000 (EL Para for WES 0015 Salary for the 21/22 school years - 1 FTE per year)

1100 - [200-299] \$3,413.60 EL Para for WES 0015 Benefits for 1 year

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

Total Technology and Online Subscriptions cost: \$42,500.00

ARP ESSER funds will be used to purchase desktops and MacBooks to replace antiquated devices currently in use by administrators in order to have machines which will run PowerSchool and other larger programs that the current machines were not designed to handle. This will increase administrator's ability to monitor security cameras and use of tech programs and assessment data. MacBooks will be used by administrators, counselors, and teachers in order to work from home or as teachers and counselors move from classroom to classroom for student instruction. MacBooks will also be used to produce the morning news for WES and create iMovies in order to post student projects and other information virtually to keep parents informed/engaged in student progress and informed of student events. All devices will be purchased by 9/31/22. ARP ESSER funds will purchase a subscription to DocuSign for the 21-22 school year to allow parents to sign necessary documents virtually to reduce passing paper materials around and sharing germs. The software license will expire in October of 2022.

10 Apple MacBook Airs (DMS 3, DHS 3, WES 4)	1100-495	\$14000
3 desktops for office 0010	1100-495	\$4500
3 desktops for office 0015	1100-495	\$4500
3 desktops for office 0025	1100-495	\$4500
7 desktops for CO	1100-495	\$10000
DocuSign License for 21-22 school year	1100-333	\$5000

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

Total Facility Improvements Cost: \$1,749,484.82

ARP ESSER funds will be used to replace unusable water fountains with water bottle filling stations. (4 at DHS including annex buildings, 2 at DMS, and 2 at WES). These funds will also be used to replace flooring which has been in place for years and causes breathing difficulties for students and employees with asthma and allergies (\$350,000 at DHS, \$50,000 at DMS, \$350,000 at WES). A digital sign will be purchased for the DMS Lawn to communicate upcoming events to parents and reduce indoor traffic during COVID. A kitchen will be added to the WES cafeteria so that food does not have to be transported across town from the DHS Cafeteria (the only kitchen in the system). This will help to more easily keep the food at a safe temperature and fresh for consumption. An outdoor classroom will be added to DMS to use for instructional purposes and an extra eating area so that students can gather in larger groups and maintain safe distances during grade-level science experiments or other larger group meetings. For special needs students who need assistance transitioning from their wheelchairs to the toilet, we are acquiring an electric transfer lift so that an adult does not have to be in close contact to lift and transfer students. Additionally, there is much less chance of injury to the adult or the student using a secure lift belt. All services will be completed by June 2024. All materials will be purchased by October of 2022.

We also need to improve our sensory area/room. We need to move our sensory area from the small closet space in which it is currently housed into a larger room (a classroom we have available) so that students can more easily adhere to proper social distancing guidelines. We are also adding additional sensory materials so that the items can be sanitized and have time to dry in between uses by multiple students. Currently, our items are so limited that the sensory area is not functional for some time after being used by one student. The new enlarged sensory area will allow more students with behavioral needs to remove themselves from the classroom when they are becoming overwhelmed/over-stimulated before they have an emotional breakdown. Then, they can quickly return to the classroom to rejoin learning with only minimal lost instruction time. Without access to this area/room, students often have emotional outbursts which prohibit their learning and the learning of the entire class. Research shows that it takes over an hour for students who reach this heightened state to recover enough for new learning to take place. For this reason, 15-20 minutes of sensory room access is essential to the learning of these students and their classmates. After a short break in a sensory room, students can return to class and continue to participate in learning that they would have missed otherwise.

Water Bottle filling stations 0010 (3)	3900-492	\$ 5,625.00
Water Bottle filling stations 0015 (2)	3900-492	\$ 3,750.00
Water Bottle filling stations 0025 (2)	3900-492	\$ 3,750.00
Digital Sign 0025	3400-493	\$ 30,000.00
flooring 0010	3200-515	\$ 350,000.00
flooring 0015	3200-515	\$ 350,000.00
flooring 0025	3200-515	\$ 75,000.00
Kitchen building project 0015	7200-514	\$800,000.00
Outdoor classroom 0025	7200-514	\$ 110,000.00
Wheelchair to toilet transfer lift	3900-499	\$ 2,000.00
Sensory room materials (DHS/DMS 0010/0025)	1100-419	\$19,359.82

Total Cost \$1,749,484.82

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

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 digital textbooks and hard copy instructional materials (textbooks and Workbooks) to help provide instructional materials in any format needed throughout the next 2 school years in case we need to shut our campuses down due to COVID. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year. The Family and Consumer Science Classroom has not been used in several years. The furniture will be updated with other home furnishings added so our DMS/DHS students with special needs can practice vocational and independent living skills, such as making the bed, doing laundry, cooking simple meals, etc. This will better prepare these students for life after high school. In order to reduce the chances of the virus spreading in our football locker room, old wooden lockers will be torn out and replaced with new coated surface lockers that allow team members to have their own space to store sweaty/spit covered items. Additional weight equipment will also be purchased to spread students out during weight training classes/practices. All funds will be expended by October of 2022. In order to reduce the chances of the virus spreading in our ROTC department additional electronic targets will be purchased so that our students can spread out more and have fewer students touching the same pieces of equipment decreasing the chances of sharing germs and spreading the COVID virus.

Total Curriculum & Materials Cost: \$212,000.00

DHS Textbooks 0010	1100-400s	\$ 35,000.00
DMS Textbooks 0025	1100-400s	\$ 35,000.00
WES Textbooks 0015	1100-400s	\$ 37,000.00
Home/Life Skills Room materials	1100-400s	\$15,000.00

Weight Training Equipment	1100-415	\$ 50,000.00

Lockers for Locker room	1100-498	\$ 30,000.00
Targets for ROTC Rifle Team	1100-415	\$ 10,000.00

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)

Furniture Purchases Total Cost:\$315,867

Our school system is requiring masks and social distancing our students. Teachers are traveling from class to class instead of having students change classes in K-6th grades. In order to remove unhealthy allergens and soft surfaces which hold the virus and are more difficult to sanitize, we are replacing classroom furniture and adding additional furniture so that we can spread students out. We currently have a lot of 2-person desk/tables that do not allow students to sit 3 feet apart. We have hired additional teacher units so that fewer students are in each class, but we need to buy furniture for these teachers and these classrooms as they were previously unfurnished. Additional cafeteria furniture will be purchased as that students can better social distance during breakfast and lunch times. Many grade levels are eating in their classrooms, but the ones who are eating in the cafeteria need more room to social distance while eating as masks cannot be worn. The same is true for the libraries. Much of the furniture in all 3 libraries are currently soft surfaces as well as the administrative offices. Vinyl or leather surface furniture will be purchased to replace these soft furnishings and additional library furniture will be purchased so students can social distance. A filing cabinet is needed for the system wide testing closet so that the boardroom door doesn't have to be chained and locked when testing supplies are housed in the closet. A filing cabinet will help us meet the 2 lock criteria more efficiently. All funds will be expended by October of 2022.

Library furniture 0010	2220-699	\$ 15,000.00
Library furniture 0025	2220-699	\$ 150,000.00
Library furniture 0015	2220-699	\$ 1,367.00
Outdoor Dining/classroom furniture 0025	1100-492	\$ 40,000.00
Chairs & file cabinet for CO testing closet	1100-499	\$ 3,000.00
outdoor classroom furniture 0015	1100-492	\$ 16,500.00
classroom furniture 0025 (teacher/student)	1100-492	\$ 50,000.00
classroom furniture 0010	1100-492	\$ 40,000.00

Category 8 (Other)

Provide the following information for Category 8 (Other):

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

Transportation Total Cost: \$130,000

The DCS system will purchase 1-2 additional buses. Fleet renewal funds will be added to this funding for these purchases. This will allow our students to spread out on a couple of our buses that have too many riders to practice any social distancing. This will also

allow an older bus to rotate off the regular route and be designated for sporting events and field trips when that traveling is allowable. That will make it easier to thoroughly clean the buses between uses and reduce the chances of virus transfer from different groups/teams/communities of students. Many tools in the bus shop/maintenance department need to be replaced. A previous employee used many of his own personal tools and has recently retired. In order to safely maintain the DCS buses and other vehicles new tools must be purchased.

Transportation tools 4170-341 \$ 50,000.00 4120-532 \$ 80,000.00 1 bus transportation

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)

Health and Safety Total Cost Total Cost \$48,000

Many teachers will need to quarantine due to sickness or exposure to others. Many of these teachers will not have sick leave days. This will help us provide substitutes for those days so that classes do not have to be doubled up increasing chances of the virus being shared. The nurses have had to work many hours during the summer and late nights to clean their offices, to watch state health mandate videos and stay up to date on the latest CDC quidelines, and sort/distribute PPE supplies. In order to offset this unpaid overtime, they will receive stipends for this year and next. The lead nurse at WES 0015 will receive \$5000 this year and \$5000 for the 22-23 school year. The nurse for the DHS/DMS campus 0010/0025 will receive \$2000 this year and \$2000 for the 22-23 school year.

COVID Subs 0010	1100-335	\$ 7,000.00
COVID Subs 0015	1100-335	\$ 20,000.00
COVID Subs 0020	1100-335	\$ 7,000.00
Nursing Stipends	2140-192	\$ 14,000.00

Category 10 (Other)

Provide the following information for Category 10 (Other):

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

Category 11 (Other)

Provide the following information for Category 11 (Other):

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

Category 12 (Other)

Provide the following information for Category 12 (Other):

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

Administrative Costs

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

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

*

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant

administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs, match the administrative costs dollar amount listed above, and include the Function and Object codes associated with the charge.

N/A

Indirect Costs			
Indirect Costs represent the expenses of doing business readily identified with the ARP ESSER but are necessary operation of the organization and the conduct of activitithese costs must be reasonable and necessary, and LEZ unrestricted indirect cost rate for calculation.	y for the general ies it performs. As can use the	* The LEA is utilizing grant funds	
16.18 % - Unrestricted Indirect Cost Rate for LEA	\$668,307.94	Maximum Indirect Cost amount for	or the ARP ESSER Fund
Function/Object Code used on the Budget Grid		6910-910	
SYSTEM PLAN ITEMS RELATED BY FISCAL RESOU	RCE		
Expand All Collapse All			
There are currently no Goal or Action Step items associ	iated with this Gr	rant.	

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: O Status: School System Superintendent/Authorized Rep Approved

Friday, December 10, 2021 4:18 PM Related Documents

* = Required

	Related Documents									
	Туре	Document								
Û 🗹	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job descriptions								
Û 🗷	"Other" Intervention Evidence-based Documentation	Imagine Learning Doc								
Û 🗷	Supporting Documentation #1	Research Data for Multiple Programs								
Û 🗹	Supporting Documentation #2	<u>Rigby & Rosetta Stone</u>								

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved Friday, December 10, 2021 4:18 PM ARP ESSER Checklist Checklist Description (Collapse All Expand All) 1. Allocations OK ▼ 1. Review the ARP ESSER allocation for the LEA. 2. Assurances OK 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page? 3. Cover Page & Required Narratives OK ▼ 1. Did the LEA include the name of the Superintendent of Schools? 2. Did the LEA include the contact information for the ARP Point of Contact? 3. Did the LEA answer all the required narratives? 4. Budget Grid Needs LEA Attention ▼ 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? Refer to email that is being sent for additional details. 5. LEA Reservation to Address Loss of Instructional Time Needs LEA Attention ▼ 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? Refer to email that is being sent for additional details. 6. Remaining ARP ESSER Fund Uses Needs LEA Attention ▼ 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?

Refer to email that is being sent for additional details.	
7. Administrative Costs	N. J. S. A. J. B.
7. Administrative Costs	Needs LEA Attention ▼
 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?	
Refer to email that is being sent for additional details.	
8. Indirect Costs	OK •
Did the LEA select if they will be using ARP ESSER funds for indirect costs?	5.,
If the LEA selected yes, then	
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 ▼
Did the LEA upload all required documentation including job descriptions for federally paid	
personnel?	

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instruction (1100)
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Attendance Services (2110)
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Guidance and Counseling Services (2120)
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Testing Services (2130)
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Health Services (2140)
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00	Social Services (2150)
Work Study Services (2160)										0.00	Work Study Services (2160)
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Psychological Services (2170)
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Speech Pathology and Audiology Services (2180)
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Instructional Staff Development Services (2215)
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Educational Media Services (2220)
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Instructional Staff Services (2290)
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	School Administrative (2300-2399)
	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Security Services (3100)
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)										0.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	143,454.13	28,800.12	80,697.15	32,953.60	0.00	0.00		0.00	0.00	285,905.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	ſ	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	143,454.13	28,800.12	80,697.15	32,953.60	0.00	0.00	0.00	0.00	0.00	285,905.00	Total
								Adjust	ted Allocation	285,905.00	
									Remaining	0.00	

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved

Friday, December 10, 2021 4:18 PM

ARP ESSER State Reserve - Application Details

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.

Our system will ensure the evidence-based interventions will address the academic impact of lost instructional time of students by providing all students with necessary academic, social, emotional, behavioral, and mental supports. We will provide intensive programs and services during the school day, after school and in the summer to all students especially those who show the most loss. We will monitor these students' progress regularly at MTSS meetings and intervene as needed. Some of the evidence-based programs we will use include: SPIRE Reading Intervention paper-based program will be used with our K-4 students who are more than two grade levels behind in reading; Sonday Phonics digital program and paper-based materials will be used with our K-2 students who are not progressing in SPIRE; the Imagine Learning digital program will be used to increase the language and vocabulary of our multilingual students; ICEV Career Tech Virtual Program boosts student engagement and provides industry recognized certification opportunities.

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).

Students who are more than two years behind academically, will be the focus of reading and math interventions. We will ensure that all students' progress is monitored during the year through MTSS meetings and provide interventions to at-risk students as we pay special attention to possible barriers that might impede their learning. iReady Diagnostic Assessments will be used 3 times per year to monitor student progress. Teachers will use a variety of formative assessments throughout the year on a weekly basis to report student progress to the MTSS Team between diagnostic assessment periods--such as Running Records, SPIRE assessments, and iReady Diagnostic assessments and progress monitoring. Progress with-in the iReady and PathBlazer programs will also be used to assess student progress. Before summer lit camp, the end of year iReady Diagnostic will be recorded for each student. At the end of the summer camp, the iReady diagnostic reading assessment will be re-administered along with any ACAP supplement reading assessment required for 3rd grade students. Progress will be recorded and celebrated. Any student who reaches grade level on the iReady assessment or if a 3rd grade student achieves the required level on the ACAP state supplement assessment (once it is ready for administration) will be considered eligible for promotion.

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.
- We required our students who were not completing their work during the first nine week period of the 20-21 school year to return to school. We were only closed for 1 week during that school year. All of our students missed instruction at the end of the 19-20 school year, however. In order to make up for that, we are providing afterschool tutoring in math and reading at our elementary and middle school. Students who are performing 2 grade levels behind according to their iReady diagnostic assessments will be asked to attend this program. At Daleville High School, after school tutoring will be provided for any student who feels like the/she are struggling and needs extra help. Students who are failing classes will be encouraged to attend and to participate in credit recovery activities through the Edgenuity Courseware program as needed. Afterschool tutoring sessions will be comprised of teacher led instruction and/or Edgenuity PathBlazer activities as appropriate for the students' individual needs.

В	udget Amount & Details for Interventions	Amount
•	Intervention A (Summer Learning & Summer Enrichment Programs)	43,588.00
4	Intervention B (Comprehensive After-School Programs)	43,588.00
•	Intervention C (Other) K-3 Summer Literacy Program (2 years)	198,729.00
	Total Cost:	285,905.00

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

To provide Course replacement and Credit Recovery opportunities for our middle and high school students during the summer months, we will utilize our online subscription to PathBlazer and iReady for our Middle school students to use for the duration of the summer program. We will use Edgenuity Courseware to provide instruction for students in the standards they failed to master during the school year. Two teachers (1 per school) will oversee the classes for these students. In-person instruction will be provided by a math teacher in addition to the for students who failed portions of their math courses during the school year.

DMS/DHS total - \$43,588.00

9130 - [199] (Salaries for 1 year) \$16,065.00

9130 - [200-299] (Benefits for 1 year) \$3,225.85

9130 - [300-399] (Partial software licensure fees for 1 year) \$24,297.15 Edgenuity Courseware Program

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 3 money will be used to provide afterschool tutoring at each campus up to 4 hours per week for 40 weeks of one school year. Other sources of funding are also being used to provide tutoring including ESSER 2 and the additional ARP ESSER 3 allocation. At Windham and DMS, this tutoring is usually provided by 3 different teachers (6 FTEs)--one for math and one for reading at each school. At WES and DMS, tutoring is provided for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st) according to their iReady diagnostic assessments. For 7th-12th grades, tutoring is provided for any student failing a class, and/or any student who is performing 2 or more grade levels behind in reading or math according to the iReady assessment data. At DHS, any student may attend a student tutoring group whenever they feel like they need extra support on a specific topic or homework help of any kind. Reading instruction at WES and DMS is usually provided through a combination of LETRS and ARI instructional strategies and the use of iReady teacher Toolbox lessons or SPIRE materials. Math instruction is usually provided through the use of iReady teacher Toolbox lessons or specific standards-based curriculum materials for that grade level.

At DHS, tutoring is usually provided by one teacher and supplemented by high school honor students. Two additional teacher will be added this year (3FTEs). The teachers will provide direct instruction in a small group and the students will act as one-on-one tutors for homework help or concept reviews. The teachers will be available to support those students as needed through further instruction or clarification. Student materials are from the programs and curriculum from daily school instruction and are not purchased additionally.

Total Cost: \$43,588.00

9130 - [010-199] (Salaries) \$36,299.13

9130 - [200-299] (Benefits) \$7,288.87 [Retirement: \$4,511.98 + SS: \$2,250.55 + Medicare: \$526.34]

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 II | Tier IV).

Other Interventions Total Cost: \$198,729.00 for K-3 Summer Literacy Program

ARP ESSER funds will be used to host a K-3 Summer Literacy Program during the summers of 2022, 2023, and 2024. The K-3 Summer Literacy Program will run for four weeks for five days a week and will focus on reading. We will purchase general supplies such as pencils, notebooks, glue, colored pencils, copy paper, etc. to effectively run the program. We will also purchase ELA materials such as SPIRE workbooks, and Sonday lessons, and manipulatives such as Elkonin Boxes to help improve student achievement. Additionally, we will utilize our online subscription to iReady for all of our students to use for the duration of the summer program and Imagine Learner to assist our participating EL students with their language and vocabulary development. In order for all of our students to make the most progress possible, 2 paraeducators will be hired to assist our teachers by working with students with special academic, language, and/or behavioral needs. A nurse will be hired as well to support our students with special health needs (such as diabetes) and to help isolate students who are exhibiting COVID symptoms until they are cleared to rejoin other students. The Nurse may also serve as an instructional assistant during periods when the health needs are limited. Buses will be used to provide transportation for our students. As our school system has a high poverty population, students do not have transportation to school. If we do not provide this, many of the students who most need to participate in the summer Literacy Program will not be able to attend.

9130 - [199] (Teacher/Counselor Salaries for 3 summers - 9 FTEs) \$70,000.00

9130 - [200-299] (Teacher/Counselor benefits for 3 summers - 9 FTEs) \$14,056.00

9130 - [199] (Nurse's Salary for 3 summers- 1 FTE) \$6,650.00

9130 - [200-299] (Nurse's Benefits for 3 summers - 1 FTE) \$1,335.32

9130 - [199] (2 Para's Salaries for 3 summers - 2 FTEs) \$7,600.00

9130 - [200-299] (2 Para's Benefits for 3 summers 2 FTEs) \$1,526.08

9130 - [010-199] (4120 - 3 Bus Driver Salaries for 1 year 3 FTEs) \$6,840.00

9130 - [200-299] (4120 - 3 Bus Driver Benefits for 1 year 3 FTEs) \$1,368.00

9130 - [300-399] (4120 - Mileage for Buses for 1 year) \$6000.00

9130 (400-499) \$25,000 SPIRE is a highly structured Orton Gillingham based reading program. This evidence-based reading intervention curriculum helps teachers provide explicit instruction in the 5 areas of reading. We use this program daily to provide instruction for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st). This Tier 3 intervention is provided throughout the school year during intervention groups by homeroom and special education teachers as well as reading and math interventionists.

9130 (400-499) \$35,000 iReady is a highly structured Orton Gillingham based reading program. This evidence-based reading intervention curriculum helps teachers provide explicit instruction in the 5 areas of reading. We use this program daily to provide instruction for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st). This Tier 3 intervention is provided throughout the school year during intervention groups by homeroom and special education teachers as well as reading and math interventionists.

9130 (300-399) \$15,000 The Imagine Learning program is an evidenced-based language program that will help our ML students by promoting rigorous and equitable development of language that accelerates learning across all subjects, transforming our ML students into stronger and more confident learners. 9130 (300-399) \$400 Sonday Phonics is an evidence-based early literacy program used by our reading interventionist at
Windham Elem. to help reach students that have not shown progress in other intervention programs. The software and teacher resources are used in very small group settings and the instruction is highly individualized to ensure ever effort is being made to reach these students who are at-risk of retention. This will purchase the online services for the 21-22 and 22-23 school years.
9130 (400-499) \$7,953.60 Instructional supplies such as pencils, notebooks, glue, colored pencils, copy paper, and manipulatives (such as Elkonin Boxes) that will be needed for daily summer program instruction
SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE
Expand All Collapse All
There are currently no Goal or Action Step items associated with this Grant.

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: O Status: School System Superintendent/Authorized Rep Approved

Friday, December 10, 2021 4:18 PM Related Documents

* = Required

Related Documents									
	Туре	Document							
Û 🗷	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job descriptions							
Û 🗾	"Other" Intervention Evidence-based Documentation	Sonday, Imagine Learning, & Spire							
Û 🗾	Supporting Documentation #1								
Û 🗾	Supporting Documentation #2								

Daleville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep. Approved Friday, December 10, 2021 4:18 PM ARP ESSER State Reserve Checklist Checklist Description (Collapse All Expand All) 1. Allocations Needs LEA Attention ▼ 1. Review the ARP ESSER State Reserve allocation for the LEA. Refer to email that is being sent for additional details. 2. Required Narratives Needs LEA Attention ▼ 1. Did the LEA answer all the required narratives? Refer to email that is being sent for additional details. 3. Budget Grid Needs LEA Attention ▼ 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? Refer to email that is being sent for additional details. 4. ARP ESSER State Reserve Allocation Needs LEA Attention ▼ 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? Refer to email that is being sent for additional details. 5. Related Documents Needs LEA Attention ▼ 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?

Refer to eamil that is being sent for additional details.	