

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

Friday, December 10, 2021 7:05 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	5,559,797.00	402,620.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	5,559,797.00	402,620.00
Adjusted Allocation	5,559,797.00	402,620.00
Budgeted	5,559,797.00	402,620.00

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

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

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

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

The LEA assures either:

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

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

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

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

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

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

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

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

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

OTHER ASSURANCES AND CERTIFICATIONS

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

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

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

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

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

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

GEPA ASSURANCES

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

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

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

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

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

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

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

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

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

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

LEA SUPERINTENDENT ASSURANCES

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

LEA Superintendent Assurances Confirmation

 Indicates LEA Superintendent Approval based on Assurances.

Grant	Substantially Approved Date
ARP ESSER	9/20/2021
ARP ESSER State Reserve	9/20/2021

	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)	0.00	0.00	0.00	464,701.02	0.00	0.00		0.00	0.00	464,701.02	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)	10,000.00	2,020.00	147,000.00	0.00		0.00		0.00	0.00	159,020.00	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)	24,000.00	4,848.00	0.00	31,370.32	0.00	0.00		0.00	0.00	60,218.32	Other Student Support Services (2190)
Instructional Improvement and Curriculum Development	692,220.00	255,027.76	0.00	0.00	0.00	0.00		0.00	0.00	947,247.76	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	0.00	0.00	43,250.00	0.00	0.00	0.00		0.00	0.00	43,250.00	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	75,000.00	15,150.00	0.00	150,000.00	0.00	0.00		0.00	0.00	240,150.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	64,000.00	0.00	44,800.00	0.00	0.00	0.00		0.00	0.00	108,800.00	Student Transportation (4100-4199)
Food Services (4200-4299)										0.00	Food Services (4200-4299)
General Administrative (6000-6999)	102,000.00	20,604.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	122,604.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					3,000,000.00					3,000,000.00	Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)										0.00	Debt Service - Long Term (8000-8999)
Adult Education (9110)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)										0.00	Community Education (9120)
Extended Day/Dependent Care (9130)	339,200.00	68,698.40	0.00	1,407.50	0.00	0.00		0.00	0.00	409,305.90	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	4,500.00	4,500.00	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	1,306,420.00	366,348.16	235,050.00	647,478.84	3,000,000.00	0.00	0.00	0.00	4,500.00	5,559,797.00	Total
Adjusted Allocation										5,559,797.00	
Remaining										0.00	

Cover Page & Required Narratives

Superintendent of Schools

Name * Dr. Regina Thompson

ARP ESSER Point of Contact

Name * Dr. Regina Thompson

Role * Superintendent

Phone * 205-783-6850

Ext

Required Narratives

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

*

Physical Distancing: The district will strive to maintain three feet social distancing in classrooms. Floor decals and other signage will be purchased and installed to remind students of appropriate social distancing. Staggered scheduling will continue to be implemented in order to reduce contact. Whenever possible, doors will be designated for entrance or exit to separate traffic going into and out of the schools. Classroom layouts will be designed to maximize physical space. Lunchroom seating may be expanded to other areas if needed in order to ensure social distance while students eat.

Handwashing and Respiratory Etiquette: Students and staff will be encouraged to wash and sanitize their hands frequently. Additional hand sanitizing stations will be installed throughout the school facilities to increase access. Hand sanitizer will be provided for every classroom and bus. Masks will be available and required for all students and staff. Students will be taught to cough or sneeze into their elbow or cover their mouth and nose with a tissue. They will also be instructed to put their used tissues into the trash, wash their hands with soap and water, or clean them with an alcohol-based hand sanitizer. Sick students or staff will stay in an isolate quarantined area while waiting to be picked up from school.

Cleaning and Maintaining Health Facilities: In addition to the typical cleaning supplies provided for the custodial staff, the district will purchase cleaning and disinfecting supplies for each classroom, athletic facility, and buses. Desks, door knobs, tables, and other frequently touched surfaces will be cleaned more frequently. Cleaning equipment such as additional sprayers, a floor scrubber, and a carpet scrubber will be purchased so that surfaces will be cleaned and disinfected more efficiently and effectively. Gloves will be provided to custodial staff, nurses, educational aides, cafeteria staff, and athletics/physical education staff. Gloves will be required when cleaning and disinfecting the area around a person who is sick. Gloves will also be worn by the cafeteria staff when serving food. The district will make facility upgrades to provide a more sanitary and hygienic environment. The district will upgrade faucets to allow for hands-free operation. Manual paper towel dispensers will be replaced with hands-free, automatic hand dryers in school settings. The district will replace traditional water fountains with bottle filling stations so students and staff will have safe access to clean drinking water. The main HVAC system for academic and office complex will be upgraded. These upgrades will ensure optimal functioning of the HVAC system for years to come. The district will use ARP ESSER funds to employ a maintenance project manager to ensure that the school facilities remain clean and in working order. The maintenance project manager will assist in promoting the safety, health, and comfort of students and employees in school buildings and grounds. He/She will perform preventive maintenance, repair, and installation in connection with: electrical, plumbing, and HVAC systems; exterior and interior of buildings; and school grounds. **Contact tracing in combination with isolation and quarantine:** The district employs school nurses who remain in constant communication with the Jefferson County Health Department. If there is a suspected COVID case at school, the person with symptoms will immediately be isolated from others. The person will be referred for testing. When there is a confirmed COVID case, the school nurses will conduct contact tracing, notify close contacts that are required to quarantine. Isolated or quarantined people will not be permitted to return until they are released by the Jefferson County Health Department or their health care provider. Regarding COVID testing, students and staff suspected of having COVID will have the choice to use Cahaba Medical Center- School Based Health Center or a provider of their choice to be tested.

Vaccinations: Cahaba Medical School Based Health Center will continue to provide the COVID vaccine to students and staff upon permission of parents for individuals 12 years and older. The vaccinations will be scheduled at an appropriate time to allow the recipient to recover from any side effects.

Appropriate Accommodations: The school district will collaborate with parents to ensure the health and safety concerns of students' with disabilities are appropriately addressed. The district can offer smaller cohort sizes, increased social distancing in the classroom environment and alternate delivery methods to minimize risk of contracting COVID.

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?

* Fairfield City Schools will ensure that the academic, social, emotional, and mental health needs of all students are met through providing evidence-based interventions to address the impact of lost instructional time. Fairfield City Schools is using ARP ESSER funds to implement targeted interventions to address all needs of students that support the whole-child approach.

Fairfield City Schools will provide effective, research-based professional development to all teachers, staff, and administrators to ensure that staff are adequately prepared to handle the upcoming challenges related to lost instructional time for students impacted by the COVID-19 pandemic. Through the provision of top educational consultants that are experts in a variety of fields and through the attendance of high-quality conferences, teachers, staff, and administrators will be given learning opportunities to support student achievement in unprecedented times. These professional development opportunities will also provide interventions targeted to underrepresented students, including but not limited to children with disabilities, migrant students, English learners, students experiencing homelessness, and children and youth in foster care. Fairfield City Schools will also implement tutoring, after-school programs, and summer programs to provide academic interventions and academic enrichment for students who need additional academic support.

Fairfield City Schools will also provide programs and services to ensure that social emotional learning is at the forefront of the students' educational experience. Peer Helpers is a comprehensive, evidence-based prevention and support program that promotes the mental health of youth and teaches students to advocate for each other. Through the continued use of Peer Helpers, all Fairfield City Schools counselors will utilize the P.A.T.H. (Prevention and Awareness for Total Health) curriculum provided by Peer Helpers to ensure students receive social emotional learning targeting bullying, abuse, suicide, drugs and alcohol, and other relevant issues. Fairfield City Schools will also continue to partner with Alaquest Collaborate for Education to provide social emotional learning curricula in each of its schools. Through both of these partnerships, along with programming from school counselors at each FCS school, Fairfield City Schools will ensure that the individual social and emotional needs of each student are met.

Fairfield City Schools will also continue working to support all mental health needs of its students. FCS's Mental Health Service Coordinator works closely with all teachers, counselors, and administrators to identify and engage students who may need mental health support. After referrals are made from school faculty and staff to the Mental Health Service Coordinator, the MHSC works to provide evidence-based services and referrals targeted to the individual needs of each student. Through FCS's ongoing partnership with Cahaba Medical Care, the MHSC refers students to receive individual school-based counseling, provided by Cahaba Medical Care on school grounds during the school day. As mental health needs have drastically increased due to the pandemic, Fairfield City Schools is expanding the reach of school-based therapy through the addition of another full-time therapist contracted through Cahaba Medical Care. Fairfield City Schools will also continue expanding the Peer Helpers program to allow students to identify the mental health needs of other students and refer them to school counselors or the MHSC to provide ongoing support and appropriate resource referrals. Fairfield City Schools will also implement Rhythm as an evidence-based early warning system to monitor the mental health of students and identify students who are at-risk. Fairfield City Schools will also implement EmpowerU as an evidence-based Tier II intervention with virtual programming and individual coaching for students who are at-risk.

Fairfield City Schools will ensure that students who are identified in underrepresented student subgroups and students disproportionately impacted by the COVID-19 pandemic will have additional access to all services, resources, and programs beneficial to their unique needs. Counselors, administrators, the Mental Health Service Coordinator, and identified school-level teams will provide support to engage these students effectively.

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.

* Our district will use ESSER III funds to supplement costs of needed personnel such as technology and academic coaches. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

Our LEA is a CEP district and all students in the school system receives free breakfast and lunch. We plan to use grant funds to integrate technology in all classrooms and on teacher professional development. Students who participate in supplemental programs and all other students in the district will have equal access to these resources. In addition, all teachers will have access to professional development, including those who serve at-risk students.

Our district will use ESSER III grant funds to purchase devices and other related items to support the upgrade to our technology and internet needs. Due to our number of low-income students/families, many students do not have the ability to

use digital devices on their own. The district is committed to offering a technology rich educational experience for all of our students. These funds will also be used to provide professional development opportunities to our teachers, which they would not otherwise have. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

Our district will use ESSER III funds to send staff to trainings to improve K-3 Early Literacy. The training is to ensure students are reading at grade level by the end of third grade. Staff will come back from the training and help other staff use techniques to ensure all students no matter gender, race, national origin, disability or age are denied help to ensure proper grade level reading. Staff will also be training to ensure all students feel safe and work on proper protocol for improvement of behavior and not disciplinary actions.

Our district will use ESSER III funds for professional development. Because a significant portion of our students are at or below the poverty level, we will provide funds for teacher training that will assist staff in understanding poverty and how to adapt teaching strategies so that poverty students and their parents will be more engaged in their learning. The goal is that through this strategy, students will learn more and perform better on assessments. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age.

Our district will use the ESSER III funds to increase safety and enhance the social emotional well-being of our students. Our district will focus on non-discrimination awareness programs for all sub-groups including gender, race, ethnicity, gender orientation and socio-economic status, through outreach to families and community members. Additionally, our district will initiate professional development in this area for all staff.

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?

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Fairfield City Schools will monitor its allocation by reviewing data elements, protocols and procedures during scheduled district-level PLCs where all administrators (school and district-level) are present. An ESSER financial processing team will be employed to ensure the appropriate application of funds. These individuals will ensure orders for materials and supplies, technology, and safety equipment are ordered in a timely manner and in alignment to ESSER guidelines. School-level administrators will monitor timesheets for summer and extended day activities. These administrators will also monitor and ensure the use of resources and equipment purchased with ESSER funds.

The Superintendent, along with the Federal Programs and Teaching and Learning Directors will monitor and conduct interim audits to ensure the appropriate application of funds. Audits will consist of monitoring the use of technology instructionally and operationally. Audit activity will ensure equipment inventory management is conducted consistently for all sites and all technology purchased with ESSER funds.

To ensure the community of Fairfield City is informed, Fairfield City Schools will have an annual Town Hall meeting to provide instructional, safety and facilities updates.

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

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Family engagement will be enhanced by partnering with local, state and nationwide initiatives to conduct parent workshops and informational meetings; communicate with parents by mailing, LEA/school websites and other social media outlets, as well as copied/bound materials. Additionally, parents will be provided with materials and supplies that will support parents assisting their child at home with homework. Families will be provided (on an as need basis) with information across multiple agencies, participate with in-home assessments, and be provided with individualized plans and case management support to meet specific needs across a wide range of domains. Additionally, surveys will be administered to parents, students and teachers to determine perspectives on school climate as well as determine other perceived needs of schools.

District and school level activities such as parent workshops, trainings, Recognition Programs etc., will be supported and conducted with our Community partners throughout the duration of the ARP ESSER and other relief funds.

In order to build a stronger, more solid engagement from families and communities, school level "parent organizers" will identify and recruit parent/family/community volunteers who would serve to support academics, social emotional learning, etc. We will conduct family and community workshops that will address current issues and topics families desire to receive more information addressing the "whole" child. Family and community presentations, and activities will be conducted quarterly and at convenient times for families.

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

LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	326,944.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input checked="" type="checkbox"/> Intervention C (Comprehensive After-School Programs)	80,954.40
<input checked="" type="checkbox"/> Intervention D (Extended School Year Programs)	1,407.50
<input checked="" type="checkbox"/> Intervention E (Other) Reading and Mathematics Intervention Te	947,247.76
Total Cost:	1,356,553.66

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

Fairfield City Schools will offer a Reading and Mathematics Level-Up Bootcamp program. This program will focus on the critical standards for

grades 4-8.

Level-Up Summer Camp

The Level-Up Summer Camp is offered to all students in grades 4-8. Students will receive high quality instruction that will address the deficient critical standards for each grade level and content standard. This camp is designed to mitigate the learning gap in English Language Arts and Mathematics.

The district will hire 25 teachers @ at rate of \$50/hour for 5 hours, 4 days a week. This is for 2 years. Summer 2022-2023

The district will pay 4 admins. a supplement of \$2000 per year x 3 years to facilitate the summer programs. These services will be provided beyond regular school hours.

9130 - [010-199] (Salaries) \$248,000 9130 - [200-299] (Benefits) \$50,096

Total: \$298,096 (2 years) Year 3 is located in ESSER Reserve for the summer camp.

Credit Recovery/Get Ahead Program

The credit-recovery program will be offered to students in grades 9-12. This program is designed to assist students in recovering credits as well allowing to them to get ahead. Students have experienced a great academic slide and we want to ensure that we are addressing all students' needs. At times, students fall short of earning their required credits during the time frame of a designated school year, resulting in only one of two alternatives- implement a forced repeat of incomplete classes or organize a plan to make up the missing coursework. These situations cause both students and faculty members to spend extra time in the classroom, instead of continuing forward with other opportunities. Credit deficient high school students will be permitted to participate in a credit recovery program using the virtual learning academy curriculum. The program is designed for students who did not pass a course the first time. Students may participate in the online classes during the summer or during the school year. The program is designed to give students the opportunity to catch up and graduate on time.

The district will hire 6 teachers @ at rate of \$50/hour for 5 hours, 4 days a week.

Each school will receive to purchase necessary resources for students and teachers to effectively engage and help students master critical standards. These resources will include books for classroom libraries, TIER 3 intervention, software, consumable books, general supplies, headphones, etc. We will also purchase ELA and Math manipulatives to help improve student achievement.

\$24,000 (9130) [010-199] (Salaries)

\$4,848 (9130) [200-299] (Benefits)

Total: 28,848.00

Total Amount: \$326,944.00

Intervention B (Extended Day Programs)

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

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

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)

Comprehensive After-School Program

Fairfield City Schools will continue to offer a Comprehensive After-School Program for student in grades K-12. This will be in the form of after/before school tutoring and Saturday Academies. A comprehensive program is designed to help students reach and extend their learning in the four content areas of ELA, Mathematics, Social Studies, and Science while incorporating STEM, art, or music. One of our community partners will provide enrichment activities for our students attending the after-school program. Research states that a compressive after-school program has the ability to mitigate learning loss due to the COVID. After School Tutoring will be delivered either One-on-One or in a Small-Group setting. Teachers will work with students on a particular reading, writing, or math skill. The sessions will focus on building students' strengths, and helping them improve their skills in areas that challenge them. The content will be tied to the grade-level curriculum allowing students to practice and reinforce what they are learning in the classroom.

Students are most successful when the following happens:

- Intervention happened soon after first marking period to prevent further decline in grade point average
- Assigned coursework is rigorous
- Courses are aligned to state standards and offered with flexible pacing, frequent progress monitoring, and individualized instruction
- Instruction is live, personalized, and led by a state-certified teacher

The district will hire 28 teachers @ a rate of \$25/hour for 4 days a week at a max of 1 hrs. per day. Saturday Academies will take place once a month with our high school. Personnel will work no more than 4 hours on a given Saturday at a rate of \$25/hr.

9130 - [010-199] (Salaries)-\$67,200

9130 - [200-299] (Benefits)-\$13,754.40

Total: \$80,954.40

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)

To help with closing the learning gap, special education and related services will provide extended services to students with disabilities beyond the normal school calendar year in accordance with the IEP, at no cost to the parents, and meeting standards of the SEA. These funds will be used for hands-on manipulatives and resources.

9130- [400-499] Materials and Supplies Total: \$1,407.50

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).

Fairfield City Schools will hire Reading Interventionist (1-FTE-1.0) and Math Coach/Interventionists (1-FTE-1.0) for 2 years. These teachers will push into the classroom to work with students who are displaying deficiencies with grade level and off grade level skills. The interventionists will work with small groups of students during the regular classroom time so the students will not lose any classroom instructional time.

2210- [010-199] (Salaries)-\$346,110 2 years-\$692,220

2210 - [200-299] (Benefits)-127,513.80 2 years-255,027.76

Total-\$947,247.76

4. Remaining ARP ESSER Fund Uses

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Amount & Details for Additional Uses (I include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	90,150.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	464,701.02
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	3,000,000.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	22,900.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	3,620.32
<input checked="" type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	54,598.00
<input checked="" type="checkbox"/> Category 7 (Other) Non-Capital Units and Supplies	150,000.00
<input checked="" type="checkbox"/> Category 8 (Other)	161,020.00

Student Mental Social and Emotional Hea

<input checked="" type="checkbox"/>	Category 9 (Other) SREB	20,350.00
<input checked="" type="checkbox"/>	Category 10 (Other) Transportation (Comprehensive After-Sch	108,800.00
<input checked="" type="checkbox"/>	Category 11 (Other) Dual Enrollment	4,500.00
<input type="checkbox"/>	Category 12 (Other) 	0.00
<input checked="" type="checkbox"/>	Administrative Costs (must be reasonable and necessary)	122,604.00
<input type="checkbox"/>	Indirect Costs (maximum amount is the unrestricted rate)	0.00
Total Cost:		4,203,243.34

Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

Example #1:

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

Example #2:

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

ARP ESSER funds will be used to hire a COVID-19 project manager (1-FTE-1.0) to properly monitor the prevention of COVID and ensure the maintenance of a healthy organization for employees, students, and visitors. This individual will be responsible for ordering supplies and the oversight of the continuous flow of cleaning and sanitizing of buildings. \$25,000 a year for three years.

\$75,000 3200- [010-199] (Salaries) | \$15,150 [200-299] (Benefits) \$90,150.00

Total Cost: \$90,150.00

Category 2 (Technology & Online Subscriptions)

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

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

Example:

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).
Total Cost: \$432,158.00 | 1100 - [300-399] (Software License) \$30,000.00 | 1100 - [400-499] (Technology) \$402,158.00

ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, Laptops, Content filtering software, internet connectivity software, projectors, printers, and computer accessories 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).

\$181,900.00 (1100) [400-499] (Technology Hardware)

\$282,801.02 (1100) [400-499] (Software License)

Total Cost: 464,701.02

\$181,900 (1100) [400-499] Technology Hardware:

Technology equipment will be used to further close the learning. Students will be able to use technology at school and home . They will also have access to online resources.

60 High School Computers (career tech and middle grades lab) (60 X \$750) - \$45,000

400 chromebooks (\$200.00 x 272) - \$54,400

50 chromebooks carts at \$1,250 each - \$62,500

Printers, mice, keyboards, projectors - \$20,000

\$282,801.02 (1100) [400-499] Software Licenses:

The following software will be used to mitigate the learning loss on all levels.

SuccessMaker-\$25,503.52

Business & IT Center21 Classroom CTE Expansion-\$1,199.00

MasteryPrep-\$ 25,004.50

iReady-\$ 78,969.00

EduLastic-\$6,940.00

Apex-\$5,625

HP Storage Hardware \$29,560

[WC1]Goguardian (Content Filtering) \$17,500 a year for 3 years - \$52,500

Splashtop (Remote access for students) \$5,000 a year for 3 years - \$15,000

Apptegy AP licenses at \$8,000 each (3 licenses) - \$24,000

Windows Server 2019 (internet connectivity) - \$18,500

Category 3 (Facility Improvements)

Provide the following information for Category 3 (Facility Improvements):

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

Example:

ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: \$55,500.00
7200 - [500-599] (Capitalized Units) \$18,500.00 | 3200 - [400-499] (Non-Capitalized Units and Supplies for Repairs) \$37,000.00

ARP ESSER funds will be used to renovate the front lobby, hallways, and the upgrade of the HVAC systems to improve air quality and ventilation at the Alternative School; replace the roof to improve the environmental health and air quality at the Tri-

City Pre-K facility; and close in the breezeway at Glen Oaks Elementary School to improve the air quality and ventilation. All services will be completed by June 2024.

\$3,000,000.00 (7200) -[500-599] (Capitalized Units)

Total Cost: \$3,000,000.00

Category 4 (Professional Development)

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

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

Example:

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

- Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption. Total Cost: \$14,000.00 | 2215 - [300-399] (Consultants) \$14,000
- Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022. Total Cost: \$19,230.00 | 2215 - [010-199] (Stipends) \$11,456.00 | 2215 - [200-299] (Benefits) \$7,774.00

[Cont.]

- Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided. Total Cost: \$18,000.00 | 2215 - [300-399] (Contract for Subs) \$18,000
- Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc. Total Cost: \$3,400.00 | 2215 - [400-499] (Supplies & Materials) \$3,400.00

[Cont.]

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

Fairfield City Schools will purchase professional development to ensure all teachers fully understand how to operate and manage various software. All services will be completed by June 2024.

iReady professional development will ensure teachers are knowledgeable of components and understand how use the program to maximize student growth and proficiency. High quality professional development will be provided to teachers through this training. **\$18,000 | (2215) - [300-399] (Consultants)**

Read 180 is a reading intervention program that addresses tier 3 students in our middle school. High Quality professional development will be provided for 1 teacher throughout the school year, 2021-2022. **\$4,900.00 | (2215) - [300-399] (Consultants)**

Total: \$22,900.00

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

Fairfield City Schools will purchase materials and supplies that will supplement current programs. These resources will include materials that will assist with our high stakes assessments such as: ACAP Summative and Alternate, ACT w/writing, ACT WorkKeys, etc. All services will be completed by June 2024.

\$3,620.32 (2190) - [400-499] (Supplies and Materials)

Total Amount: \$3,620.32

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

Supplement the cost for a ***Parent/Family and Community Communication Liaison*** per school (4 Liaisons) to inform families of resources and support available to them to support student achievement. Liaison will utilize text messaging, "robo" call- outs, school website; and other various social media platforms to notify families and the community of important upcoming events. Printed notices in Spanish will be made available to applicable families. All services will be completed by June 2024. **\$16,000 (2190)[010-199] (Salaries) | \$3,232.00 [200-299] (Benefits) Total cost: \$19,232.00.**

Supplements for each school Technology Specialist to provide technical assistance to Parents and Families. "On Call" staff support for each school will be available Monday -Thursdays, 4:00 p.m. to 8:00 p.m. during regular school days. All services will be completed by June 2024. **\$8,000 (2190)[010-199] (Salaries); \$1,616.00 [200-299] (Benefits) Total cost: \$9,616.00.**

Create, purchase, and print Family and Community Support resource materials, newsletters, planners, etc. on a quarterly basis. **Total cost: \$2,750 (2190) [400-499] Materials and Supplies**

Equip parent resource centers or areas at each school with needed furniture, supplies, technology, and printer/copiers. All services will be completed by June 2024. **Furniture: \$10,000 (2190)[400-499] (Materials and Supplies) | Office supplies: \$5,000 (2190) [400-499](Materials and Supplies) | Laptops/Desktop computers: \$8,000 (2190) [400-499] (Materials and Supplies) Total cost: \$23,000.**

Total Amount: \$54,598.00

Category 7 (Other)

Provide the following information for Category 7 (Other):

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

ARP ESSER funds will be used to purchase general COVID supplies to combat viruses and other contagious diseases and chemical sprayers and other equipment for the sanitizing and cleaning of all district buildings at an annual cost of \$75,000 for 2 years. Two-year total cost is \$150,000. All services will be completed by June 2024.

Non-capitalized equipment and supplies at a cost of \$75,000 annually for two years. Total cost is \$150,000.00

\$150,000 (3200) - [400-499] Non-Capitalized

Total Amount: \$150,000

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)

Fairfield City Schools will support the mental health needs of its students through a variety of partnerships, activities, programs and resources utilizing trained staff. All services will be completed by June 2024.

ARP ESSER III funds will be used to contract with Cahaba Medical Care to provide a full-time school-based therapist (1-FTE-1.0) at the cost of \$40,000 a year for the 2021-2022 and 2022-2023 and 2023-2024 school years. The therapist will provide individual and group therapeutic services to all students and will provide restorative discipline services at Fairfield High Preparatory School. **Total: \$120,000 (2140) [300-399] (Purchased Services)**

ARP ESSER III funds will be used to contract with the Mental Health Service Coordinator to write grants; coordinate district-wide programs such as Peer Helpers and Rhithm; and, support employee mental wellness programs at a cost of \$2,500 a school year (FY2022, FY2023, FY2024) for a total cost of \$7,500. In addition, ARP ESSER III funds will be used to cover conference and travel expenses (registration, reasonable hotel costs, travel and meal reimbursement per Fairfield City School policy) to related state trainings and other approved conferences for FY2022 and FY2023. Total costs of contract not to exceed \$15,000. **Total: \$15,000 (2140) [300-399] (Purchased Services)**

ARP ESSER III funds will be used to continue to implement Peer Helpers as an evidence-based Tier I and Tier II approach to student mental health and as a social emotional learning curriculum. In order to implement Peer Helpers in the upcoming years, ARP ESSER III funds will be used to provide supplies for Peer Helper students for the 2021-2022 and 2022-2023 school years. The Peer Helpers Coordinators will pay supplements of \$500 each at a total cost of \$5000/year for all FCS Peer Helper Coordinators. FCS will also send 10 of its Peer Helpers coordinators and administrators to the National Peer Program Conference in November 2021. Conference costs will include conference registration, hotel, per diem, and mileage.

\$2,000 (2190)[400-499] (Materials and Supplies) | \$10,000.00 (2140) [010-199] (Supplement) | \$2,020 (2140) [200-299] (Benefits) | \$12,000.00 (2140) [300-399] (Conference) Total Cost: \$26,020.00

Total Amount: \$161,020.00

Category 9 (Other)

Provide the following information for Category 9 (Other):

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

Fairfield City Schools proposes to use Southern Regional Education Board's (SREB) Making Schools Work framework for school reform. SREB has committed to work with FCS in its efforts to build capacity with school administrators and emerging leaders. This proposal provides a plan of support for school and emerging leaders that align in a coherent way. Leadership professional development and coaching will follow in a cadence, providing both with actions tools and strategies for implementation. SREB is committed to design a personalized plan of support that meets the unique needs pf Fairfield City Schools. All services will be completed by June 2024.

\$20,350.00 (2215) [300-399] (Consultants)

Total Amount: 20,350.00 (1 year)

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)

Fairfield City Schools will employ 4 bus drivers (1-FTE-1.0) for the Summer Programs and Comprehensive After-School Program. All services will be completed by June 2024.

Summer Program (2 years)

\$8,960 (4150) - [010-199] (Bus Driver Salaries) 2 years (\$17,920)

\$3,200 (4150) - [300-399] (Mileage for Buses) 2 years (\$6,400)

Total: \$24,320

Comprehensive After-School Program (2 years)

\$23,040 (4150) - [010-199] (Bus Driver Salaries) 2 years (\$46,080)

\$19,200 (4150) - [300-399] (Mileage for Buses) 2 years (\$38,400)

Total: \$84,480

Total Amount: \$108,800.00

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)

Fairfield City Schools will fund dual enrollment fees for students wanting to recover a credits or get early start towards attaining their higher education credits. All services will be completed by June 2024.

\$4,500 (9150) [931-999] (Other - Dual Enrollment Tuition)

Total: \$4,500

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 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.

Fairfield City Schools will administer and monitor its ARP ESSER III grant allocation by reviewing data elements, protocols and procedures during scheduled district Professional Learning Community meetings (PLCs) where all administrators (school and district-level) are present. An ESSER financial processing team, consisting of four designated secretaries/bookkeepers, will receive supplements of \$2,500 at the end of each semester beginning December, 2021 and ending May, 2024, for a total cost of \$72,120 in order to ensure the appropriate fulfillment and payments of grant funds. The ESSER Financial processing team will come in early and stay late and during the weekends, performing additional task after their contractual hours. The Superintendent, the Federal Programs and Teaching and Learning Directors will continuously monitor and conduct interim audits to ensure the appropriate application of funds. Audits will consist of the monitoring of the use of technology instructionally and operationally. Audit activity will ensure equipment inventory management is conducted consistently for all sites. The two workers will come in early and stay late and during the weekends. The two central office directors will receive supplements of \$3,500 at the end of each semester beginning December, 2021, and ending May 2024 at a total cost of \$50,484,000. All services will be completed by June 2024.

\$60,000 (6310) [010-199] (Stipend- Secretaries) | \$12,120.00 (6310) [200-299] (Benefits - Secretaries)

\$42, 000 (6310) [010-199] (Stipend -Directors) | \$8,484 (6310) [200-299] (Benefits - Directors)

Total: \$102,000 (6310) [010-199] Two Directors and four secretaries/bookkeepers

Total: \$20,604 (6310) [200-299] Two Directors and four secretaries/bookkeepers

Total \$122,604

Indirect Costs

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

* The LEA is not utilizing grant funds for indirect costs. ▼

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









Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	ESSER III Job Descriptions
 	"Other" Intervention Evidence-based Documentation	Intervention and Consultant Quotes
 	Supporting Documentation #1	Additional Job Descriptions
 	Supporting Documentation #2	Facility Improvement Estimate

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

<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 1. Allocations </div> <div style="margin-left: 20px;"> 1. Review the ARP ESSER allocation for the LEA. </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 2. Assurances </div> <div style="margin-left: 20px;"> 1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 3. Cover Page & Required Narratives </div> <div style="margin-left: 20px;"> 1. Did the LEA include the name of the Superintendent of Schools? 2. Did the LEA include the contact information for the ARP Point of Contact? 3. Did the LEA answer all the required narratives? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 4. Budget Grid </div> <div style="margin-left: 20px;"> 1. Did the LEA allocate all ARP ESSER funds on the budget grid? 2. Did the LEA allocate all ARP ESSER funds on the budget details page? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 5. LEA Reservation to Address Loss of Instructional Time </div> <div style="margin-left: 20px;"> 1. Did the LEA allocate at least 20% of the total ARP ESSER allocation in this section? 2. Do the expenditures in the narratives match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted intervention? 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? 7. Did the LEA upload all evidence-based documentation if the "Other" intervention is being used? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 6. Remaining ARP ESSER Fund Uses </div> <div style="margin-left: 20px;"> 1. Did the LEA allocate all remaining funds not allocated in the LEA Reservation to Address Loss of Instructional Time section? 2. Do the expenditures in the narratives match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a description, timeline and full breakdown by Function and Object codes for each budgeted category? 6. Did the LEA include the number of personnel and FTE(s) for federally funded personnel? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 7. Administrative Costs </div> <div style="margin-left: 20px;"> 1. Did the LEA select if they will be using ARP ESSER funds for administrative costs? If the LEA selected yes, then... 2. Do the expenditures in the narrative match the budget grid? 3. Are the expenditures allowable under the ARP? 4. Are the expenditures reasonable, necessary, and allocable? 5. Did the LEA provide a summary of how the grant will be administered including the number of staff and FTE(s)? 6. Did the LEA provide a description with a full breakdown by Function and Object codes for each expenditure? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>
<div style="background-color: #f0f0f0; padding: 2px; margin-bottom: 5px;"> <input type="checkbox"/> 8. Indirect Costs </div> <div style="margin-left: 20px;"> 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs? </div>	<div style="border: 1px solid #ccc; padding: 2px; width: 100px; float: right;">OK ▼</div>

If the LEA selected yes, then...

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



9. Related Documents

OK ▼

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

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total	
Instruction (1100)	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)	32,000.00	0.00	22,400.00	0.00	0.00	0.00		0.00	0.00	54,400.00	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)	232,000.00	46,863.60	0.00	69,356.40	0.00	0.00		0.00	0.00	348,220.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Preschool (9140)
Other Adult/Continuing Education Programs (9150-9199)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Other Adult/Continuing Education Programs (9150-9199)
NonPublic School Programs (9200)										0.00	NonPublic School Programs (9200)
Community Services (9300-9399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	Community Services (9300-9399)
Total	264,000.00	46,863.60	22,400.00	69,356.40	0.00	0.00	0.00	0.00	0.00	402,620.00	Total
Adjusted Allocation										402,620.00	
Remaining										0.00	

ARP ESSER State Reserve Allocation to Address Loss of Instructional Time

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

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

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

Required Narratives

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

* Fairfield City Schools understands that all students in grades K-12 have experienced a significant decrease in learning due to COVID-19. Disproportionality exists not only with those students in identified classes such as race and poverty, but in all classes of students. Our district includes all populations in all planning and programs. For the next three years, we will utilize ESSER Reserve help mitigate learning loss with all populations of students.

We will offer the following programs:

Literacy Camp (K-3)

Level-Up Bootcamp (4-8)

Credit Recovery/Get-Ahead (9-12)

Comprehensive After-School Tutoring Program (K-12)

All programs are designed to target specific learning gaps with critical standards and on-grade level standards as well provide opportunities for high school students to earn early high school credits. Beginning in the Fall of 2021, we will begin offering our Comprehensive After-School Program. All opportunities will offer a more comprehensive learning opportunity for all students regardless of race, sex, national origin, disability, EL status, homelessness, foster care, or poverty status.

FCS currently has relationships with the following community entities:

Lawson State Community College

21st Century

Helping Families

Urban Hope

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).

* Fairfield City Schools will continue to utilize programs such as iReady, Saxton Phonics, Lit Camp, Mastery Prep, SPIRE, SuccessMaker, and Classworks.

iReady is the diagnostic screener for ELA and Mathematics in grades K-11. This assessment is administered 3 times a year. It creates an individual learning path for each student. Teachers also have the capability to assign certain standards/skills to students as needed. This also identifies students who have dyslexia characteristics.

Saxton Phonics is a program that our K-3 teachers utilize to assist with phonics and phonological awareness. Our data reflects that those two components of reading are more deficient.

Lit Camp is a resource that our K-3 teachers utilize as Read Alouds and leveled readers. **LitCamp** is a breakthrough literacy program that combines innovative lessons with an engaging and interactive summer camp approach. Students will make reading, writing, and social-emotional gains. LitCamp offers learning models for in-school, hybrid, digital, and Spanish instruction.

Mastery Prep is offered to students in grade 7-12. MasteryPrep is the ideal test prep program administrators who want to help their schools achieve better scores on the ACT and other standardized assessments.

SPIRE is used with our K-6 Tier 3 students during intervention in Reading.

SuccessMaker is the math intervention for students in grades K-12. It's an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Classworks is utilized with our Tier 3 and special populations. Classworks provides students with an Individualized Learning Path focused on the skills and standards they are ready to learn. Each student's learning path is automatically informed by his or her assessment data. Teachers gain peace of mind that students are working on lessons relevant to their needs-- regardless of ability level--and are on the path to proficiency.

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.

* Fairfield City Schools will identify and engage students who have mostly missed in-person instruction during the 2019-2021 school years through our diagnostics assessment, iReady. This assessment will identify specific learning gaps for all students. Other services that will be offered includes before/after school tutoring, Saturday Academies, and Summer Camps. We have already found that we do have students who attended school virtually last year are on grade level. The identified students will have a plan that will identify their specific learning gaps. We will continue to use the identified interventions for these students. These students will also be monitored for attendance issues and contact will be made to the parent/guardian of these students to ensure a successful school year.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	59,793.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	59,793.00
<input checked="" type="checkbox"/> Intervention C (Other) Alabama Literacy Act/other intervention	283,034.00
Total Cost:	402,620.00

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

Fairfield City Schools will continue to host the Level-Up Summer Program for students in grades 4-8. All expenditures will be spent by September 30, 2024.

Level-Up Summer Camp

The Level-Up Summer Camp is offered to all students in grades 4-8. Students will receive high quality instruction that will address the deficient critical standards for each grade level and content standard. This camp is designed to mitigate the learning gap in English Language Arts and Mathematics. Materials and supplies will be used to help close the achievement gap for all students. These resources will include: leveled readers, literacy station materials, and math manipulatives.

The district will hire 12 teachers @ at rate of \$50/hour for 5 hours, 4 days a week. This is for 1 year.

9130 - [010-199] (Salaries) \$48,000.00 9130 - [200-299] (Benefits) \$9,696.00

9130 - [400-499] (Materials and Supplies) \$2,097.00

Total: \$57,793.00

Intervention B (Comprehensive After-School Programs)

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

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

Comprehensive After-School Program

Fairfield City Schools will continue to offer a Comprehensive After-School Program for student in grades K-12. This will be in the form of after/before school tutoring and Saturday Academies. A comprehensive program is designed to help students reach and extend their learning in the four content areas of ELA, Mathematics, Social Studies, and Science while incorporating STEM, art, or music. One of our community partners will provided enrichment activities for our students attending the after-school program. Research states that a compressive after-school program has the ability to mitigate learning loss due to the COVID. All expenditures will be spent by September 30, 2024. Materials and supplies will be used in our comprehensive after-school program to help close the achievement gap for students. These resources will include: leveled readers, literacy station materials, and math manipulatives.

Students are most successful when the following happens:

- Intervention happened soon after first marking period to prevent further decline in grade point average
- Assigned coursework is rigorous
- Courses are aligned to state standards and offered with flexible pacing, frequent progress monitoring, and individualized instruction
- Instruction is live, personalized, and led by a state-certified teacher

The district will hire 20 teachers @ a rate of \$25/hour for 4 days a week at a max of 1 hrs. per day. Saturday Academies will take place once a month with our high school. Personnel will work no more than 4 hours on a given Saturday at a rate of \$25/hr.

9130 - [010-199] (Salaries)-\$48,000

9130 - [200-299] (Benefits)-\$9,696.00

9130 - [400-499] (Materials and Supplies) \$2,097.00

Total: \$57,793.00

Intervention C (Other)

Provide the following information for Intervention C (Other):

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

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

Summer Literacy Camp

The Summer Literacy Camp will be offered to all students in grades K-3 per the Alabama Literacy Act. Students who fell below the cut off score on our diagnostic assessment, iReady, will have a Student Reading Intervention Plan (SRIP). These plans are created to progress monitoring and address specific learning gaps in Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension. Students will receive 70 hours of explicit reading instruction daily for 4 weeks, Monday-Thursday. This high quality instruction will be provided by teachers who are trained or being trained in the Science of Reading, LETRS. The schedule is strategically planned so that all areas are addressed. This camp is designed to mitigate the summer slide in the five Components of Reading. Each school will purchase resources such as dry erase boards, paper, leveled readers, LitCamp materials, reading manipulatives, and writing utensils. The bus drivers will transport students to and from the literacy summer camp.

The district will hire 20 teachers @ a rate of \$50/hour for 5 hours, 4 days a week. This is for 1 year.

9130 - [010-199] (Salaries) \$80,000 9130 - [200-299] (Benefits) \$16,160.00

9130 - [400-499] (Materials and Supplies)-\$7,500.00

4120 - [010-199] (Bus Driver Salaries)-\$8,960

4120 - [300-399] (Mileage for Buses) \$3,200

Total: \$115,820

Credit Recovery/Get Ahead Program

The credit-recovery program will be offered to students in grades 9-12. This program is designed to assist students in recovering credits as well allowing to them to get ahead. Students have experienced a great academic slide and we want to ensure that we are addressing all students' needs. At times, students fall short of earning their required credits during the time frame of a designated school year, resulting in only one of two alternatives- implement a forced repeat of incomplete classes or organize a plan to make up the missing coursework. These situations cause both students and faculty members to spend extra time in the classroom, instead of continuing forward with other opportunities. The high school will purchase materials such as consumable workbooks to assist with closing the achievement gap.

The district will hire 6 teachers @ at rate of \$50/hour for 5 hours, 4 days a week.

9130 - [010-199] (Salaries)-\$24,000

9130 - [200-299] (Benefits)-\$4,848.00

9130 - [400-499] (Materials and Supplies)-\$4,557.60

Total: \$33,405.60

Fairfield City Schools will continue to offer a Comprehensive After-School Program for student in grades K-12. This will be in the form of after/before school tutoring and Saturday Academies. A comprehensive program is designed to help students reach and extend their learning in the four content areas of ELA, Mathematics, Social Studies, and Science while incorporating STEM, art, or music. One of our community partners will provided enrichment activities for our students attending the after-school program. Research states that a compressive after-school program has the ability to mitigate learning loss due to the COVID. All expenditures will be spent by September 30, 2024. The bus drivers will drive students to and from the after-school program.

4120 - [010-199] (Bus Driver Salaries)-\$23,040

4120 - [300-399] (Mileage for Buses)-\$19,200

Total: \$42,240.00

Fairfield City Schools will continue to host the Level-Up Summer Program for students in grades 4-8. All expenditures will be spent by September 30, 2024.

Level-Up Summer Camp

The Level-Up Summer Camp is offered to all students in grades 4-8. Students will receive high quality instruction that will address the deficient critical standards for each grade level and content standard. This camp is designed to mitigate the learning gap in English Language Arts and Mathematics. Resources will be purchased to help close the achievement gap. These resources will include: Composition notebooks, vocabulary builders, math manipulatives, and consumable workbooks.

The district will hire 8 teachers @ at rate of \$50/hour for 5 hours, 4 days a week. This is for 1 year.

9130 - [010-199] (Salaries) \$32,000.00 9130 - [200-299] (Benefits) \$6,464.00

9130 - [400-499] (Materials and Supplies) \$2,097.40

Total: \$40,561.40

The district will utilize these funds to purchase online software for teachers in grades K-6 that will assist teachers with closing the achievement gap in Reading. This software will motivate, monitor, and manage students' independent reading practice as they develop a true love for reading.

9130 - [400-499] (Software)-\$23,353.50

The district will allocate funds to assist schools with purchasing resources such as headphones, consumable materials for Tier 3 instruction to include SPIRE, Saxton Phonics, manipulatives, writing instruments, literacy materials and math materials. These materials and supplies will be used in our summer program to help close the achievement gap for students.









9130 - [400-499] (Materials and Supplies)-\$27,653.90

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE






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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	
 	"Other" Intervention Evidence-based Documentation	Wonders Quote for Online Software
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

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