

Hartselle City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
 Friday, December 10, 2021 7:12 PM
 Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	2,218,198.00	625,662.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	2,218,198.00	625,662.00
Adjusted Allocation	2,218,198.00	625,662.00
Budgeted	2,218,198.00	625,662.00

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.

Hartselle City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
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LEA Superintendent Assurances Confirmation

LEA Superintendent Assurances Confirmation

Indicates LEA Superintendent Approval based on Assurances.

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Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	12/7/2021
ARP ESSER State Reserve	12/7/2021

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Instruction (1100)	48,776.00	18,889.00	0.00	38,000.00	0.00	0.00		0.00	0.00	105,665.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	116,828.00	41,446.00	0.00	0.00		0.00		0.00	0.00	158,274.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	211,751.00	86,047.00	0.00	8,600.00		0.00		0.00	0.00	306,398.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	100,077.00	197,671.04	0.00	0.00		0.00	0.00	297,748.04
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	178,500.00	391,290.00	0.00	0.00		0.00	0.00	569,790.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
	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
Operations and Maintenance	0.00	0.00	0.00	152,525.00	0.00	14,378.00		0.00	0.00	166,903.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Superintendent Dee Dee Jones, P

ARP ESSER Point of Contact

Name * Susan Hayes

Role * Federal Programs Director

Phone * 256.773.5419

Ext 10014

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?

*

Prevention and/or Mitigation Strategies--

Funds are allocated to Chromebooks which are individually assigned to students. These are needed in the event of a pivot to virtual learning, but... because one student is assigned to each device... this strategy decreases the number of hands touching the tech during a face-to face day.

School nurses' salaries and benefits are partially funded. HCS currently has one nurse assigned to each school and a nurse who oversees all at the district level. These nurses are able to address high COVID traffic through the healthroom, contact possible or confirmed close contacts. All is in order to mitigate or prevent the spread of COVID. Nurses can also be certain that students who have chronic health issues that are not COVID related can be seen and treated appropriately.

Funds are allocated for the purchase of RestorAir portable machines which effectively deodorize spaces and also prevent the Norovirus, allergens, mold spores, and other air and surface contaminants within 60 minutes.

Prior funds were used to purchase additional cleaning supplies and equipment, to purchase additional healthroom supplies and to upgrade healthrooms, to create entry barriers and "walk up" thermometer devices, and more.

Hartselle City Schools never had to close its doors in 2020-2021, and students never had to stop learning. We hope to continue along that path.

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?

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Academic Impact of Lost Instructional Time Addressed--

Academic Needs- In the Spring of 2020, HCS closed its doors for one week during which classes were scheduled and one additional week that was already scheduled for Spring Break. After that, all students were offered some form of virtual instruction to close out the school year. Students who did not have access to tech were offered loaned tech or alternative assignments. Though this was not ideal, it did allow students and teachers to continue communication and to continue to review core content.

HCS was one of the few school districts in Alabama that did not close its doors in the 2020-2021 school year, so the students who missed the most in-person instruction were those who were quarantined once or more than once.

Students who were quarantined but not ill received virtual instruction during their quarantine period, and most participated. Teachers who were quarantined but not ill conducted virtual learning from their homes with a substitute teacher in the classroom to supervise the students. After school tutoring and Saturday School sessions offered over the course of the school year helped to bring those students' skills in line with those of their classmates. When indicated, summer learning was also

offered. In short, HCS has made ongoing efforts to continue to educate its students in the face of this pandemic. These continue in the 2021-2022 school year.

Most of the students who did not consistently participate in remote instruction returned to the face-to-face classroom over the course of the school year. They/ their families were regularly contacted and prompted by the classroom teacher and by a building level administrator, and a few were visited by the School Resource Officer for a wellness check. Saturday School sessions offered over the course of the school year helped to bring these students' skills in line with those of their classmates. When indicated, summer learning was also offered. In short, HCS has made ongoing efforts to continue to educate its students in the face of this pandemic.

Social and Emotional Needs- HCS continues to develop its character education programs with one school having received National School of Character recognition. HCS has allocated funds for Covey Leader in Me training at the school level. HCS is also reworking the Student Code of Conduct and Board Policy to allow for Restorative Discipline practices. The primary goal of this reworking is student education and empowerment.

Mental Health Needs- HCS continues to devote resources to students' mental health and currently participates in a Mental Health Collaborative endorsed by the ALSDE, employees a Mental Health Coordinator employed under a State grant, has trained all Guidance Counselors in the ALSDE-endorsed Mental Health First Aid program, and is using the Rithm assessment of mental health to ensure that students are able to communicate stress or worries appropriately. HCS is bridging these mental health offerings with services for its disabled students with the employment of a new Behavior Therapist. This therapist works with students whose behaviors can serve as a barrier to the receipt of an education.

Those Impacted Disproportionately- HCS believes face-to-face instruction is preferable to virtual instruction for numerous academic reasons, and the numerous strategies outlined in this plan are designed to keep the schoolhouse doors open. Beyond the academic, face to face learning also creates stronger lines of communication with students who might be hesitant to come forward with a hardship. HCS wants all students to participate in extracurricular activities no matter their ability to pay activity extras. HCS wants to assist families when they are struggling financially or with other family worries that find their way into the school day. HCS wants to connect students and families with community resources. HCS wants its employees to be mandated reporters should students' words, deeds, or appearances warrant such. HCS wants all families to engage. HCS wants all students to develop friendships. The more we have eyes and ears on our students, the more we can encourage and help.

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.

*

In using federal funds to provide a general education to ALL and to remove barriers should they exist, Hartselle City Schools will:

Ensure that allocated funds reach numerous programs and impact the educational opportunities provided to all students and/or impact general health and wellness strategies, whether physical or mental, in order to enable all students to attend school face to face or receive equivalent academic services virtually should such be needed.

1. HCS is providing tech and tech access to students thereby removing this potential socioeconomic barrier.
2. HCS is providing free breakfasts and lunches to all students thereby removing this potential socioeconomic barrier.
3. HCS is providing school nurses and a district nurse who can assist families with no regular medical care.
4. HCS continues to devote resources to students' mental health and currently participates in a Mental Health Collaborative endorsed by the ALSDE, employees a Mental Health Coordinator employed under a State grant, has trained all Guidance Counselors in the ALSDE-endorsed Mental Health First Aid program, and is using the Rithm assessment of mental health to ensure that students are able to communicate stress or worries appropriately.
5. HCS is bridging these mental health offerings with services for its disabled students with the employment of a new Behavior Therapist. This therapist works with students whose behaviors can serve as a barrier to the receipt of an education.
6. HCS continues to offer complete services to students whose disabilities call for an IEP or a 504 Plan.
7. HCS is Title IX compliant and has a protocol for receiving and appropriately responding to harassment allegations that may include an impact on the access to or participation in school programs.
8. HCS is providing regular parent trainings designed to assist parents in assisting their children or finding assistance for their children in order to facilitate access and participation.
9. HCS has protocols in place for addressing the needs of homeless, foster, and EL students and educates its employees on those protocols and the contact people/ coordinators associated with the assistance.
10. HCS strives in all practices to remove barriers to enrollment, access, and/or engagement.

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?

* Under the CSFO, HCS has in place numerous protocols to monitor the management of local, state, and federal funds.

These include a regular and detailed reporting to the Superintendent and Board, regular and detailed reporting to the community via Board Meetings, and regular internal and external audits.

In addition to the measures already in place, the HCS financial department has written its budgets in alignment with federal guidelines, communicated those guidelines to Principals and their school teams so that requests are appropriate, and communicated those budgets to the Superintendent and Board.

Federal funds aimed at COVID recovery are tracked in separate spreadsheets, and all purchases must be approved by the Federal Programs Director who, together with the CSFO and his team, indicate clearly out of which budget purchased items should come.

This same team will report needed information to the community and will collect and manage data elements required to be reported.

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

* Engagement with families and with the community is at the foundation of the HCS Strategic Plan, and so it is an expectation regardless of federal funding.

1. HCS will continue to align its practices with those required by Title I and will incorporate into those public meetings its relief fund spending. These protocols also call for parents to be surveyed and call for outreach on the part of the schools.
2. Should COVID conditions permit, HCS will continue to host events designed to increase parent engagement and bring parents into the classrooms and on the campuses.
3. When needed and appropriate, HCS will continue to invite families in to counseling as part of their Mental Health Collaborative.
4. HCS will continue to reach out to families and share school happenings with families using various social media platforms.
5. And new in the 2021-2022 school year, HCS will hold parent education meetings regarding matters related to student mental health. EX: What can I do to help my teenager manage stress?

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

* <https://www.hartselletigers.org/Page/8506> There are also updates, such as the one sent on 8.20.21, which inform the community of current COVID numbers, masking regulations, and more. These updates are released via the HCS app and automatic notifications which go to stakeholders' emails and texts.

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)	192,240.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00

<input checked="" type="checkbox"/> Intervention E (Other)	251,400.00
Curriculum Materials and Chromebooks for	
Total Cost: 443,640.00	

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

1.) ARP ESSER funds will be used to pay teacher salaries and benefits in the elementary summer learning program in 2022, 2023, and 2024. This program has and will continue to align with the tenets of the Alabama Literacy Act and will operate under the ARI guidelines. This will be spent by August, 2024.

2.) Ten employees and 0 FTE

3.) Total Cost: \$192,240.00

9130 - [199] (Salaries) \$160,000.00

9130 - [200-299] (Benefits) \$32,240.00

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)

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).

ARP ESSER funds will be used to purchase additional curriculum materials or resources to support Summer Learning in Summer 2022 and Summer 2023. All purchases will be completed by July, 2023.

All materials and supplies will align with core content math standards and with core content reading standards. They will be rooted in research and evidence. They will be used to fidelity to address learning gaps.

ARP ESSER will fund Saxon curriculum materials for phonics instruction and practice. *Saxon Phonics and Spelling* provides targeted foundational skill instruction using interactive, multisensory approaches to keep students engaged, excited, and advancing. Saxon's approach to teaching phonics and spelling concepts is based on foundational research in science of reading and cognitive science, and the program has been found to be effective for children of varying ability levels and socioeconomic backgrounds. This program will help close the gap of our students due to the learning loss that occurred during the COVID-19 Pandemic.

Chromebooks- ARP ESSER III funds will be used to purchase Chromebooks for student use. All will be purchased and paid for by June 2024.

At the foundation of virtual school pivots and students' ability to work from home and reduce the loss of instructional minutes is a 1:1 tech initiative. Many federal funds have been invested in programs to enable students to work from home when ill or quarantined. Students also bring their Chromebooks to after-school interventions and Saturday School. Chromebooks must be replenished to successfully continue. These devices will help close the gap of our students due to the learning loss that occurred during the COVID-19 Pandemic.

ARP ESSER will fund myON to promote literacy across the district. The program enables an easy pivot to virtual learning if needed. Particularly in the event of an extended pivot to virtual learning. Myon offers a personalized digital library at every student's fingertips. Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement. Volume of reading helps a student overcome learning loss and helps increase student reading deficits. This program will help close the gap of our students due to the learning loss that occurred during the COVID-19 Pandemic.

The teaching of cursive writing, which is mandated by State law, can be taught with limited resources in the classroom, but students who are ill or quarantined need practice resources. And should we pivot to all virtual learning, those resources will need to go home with students. This instruction begins in Grade 2 and continues into Grade 3, so resources are needed for both grade levels. Cursive writing with multisensory approaches keep students engaged, excited, and advancing from learning loss. This program will help close the gap of our students due to the learning loss that occurred during the COVID-19 Pandemic.

Total Cost: \$251,400.00

1100 - [411] (Student Classroom Supplies) \$38,000.00

2190 - [333] (Software Maintenance Agreements) \$65,993.00

2190 - [495] (Computer Hardware) \$147,407.00

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 (Include Name for Other Categories)	Amount
<input checked="" type="checkbox"/> Category 1 (Personnel)	523,737.00
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	9,348.04
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	196,903.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	569,790.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	43,000.00
<input checked="" type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	2,000.00
<input checked="" type="checkbox"/> Category 7 (Other) Nursing Non-Instructional Supplies	8,600.00
<input type="checkbox"/> Category 8 (Other)	0.00
<input type="checkbox"/> Category 9 (Other)	0.00
<input type="checkbox"/> Category 10 (Other)	0.00
<input type="checkbox"/> Category 11 (Other)	0.00
<input type="checkbox"/> Category 12 (Other)	0.00
<input checked="" type="checkbox"/> Administrative Costs (must be reasonable and necessary)	27,228.00
<input checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	393,951.96
Total Cost:	1,774,558.00

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 fund a portion (0.49 FTE x 6) of the salaries and benefits of school-level nurses across all campuses and a district wide floating nurse (1.00 FTE). (7 Nurses = 3.94 FTE)

ARP ESSER funds will be used to fund a counselor at Hartselle Junior High for the 2021-2022 and 2022-2023 school years to assist mental health. (FTE 1.00)

ARP ESSER funds will be used to fund a full time system wide Homebound/Virtual Teacher for the 2021-2022 to assist with closing the achievement gap of students within the district. (FTE 1.00)

ARP ESSER funds will be used to fund an additional period for a Virtual Teacher at Hartselle Intermediate for the 2021-2022 school year to assist with closing the achievement gap of students within Hartselle Intermediate. (FTE 0.14) This period of time will be outside the normal contractual day. They will provide instruction for students who have learning loss and need additional instruction.

Timeline for Nurses:

ARP ESSER funds will be used to fund school nurses serving in summer learning programs and/or in after school or Saturday school learning programs across all campuses. School years 2021-2022, 2022-2023, and/or 2023-2024. And/or Summers 2022, 2023, and/or 2024.

Total Cost: \$523,737.000

1110 - [010] (Salaries) \$48,776.00

1110 - [200-299] (Benefits) \$18,889.00

2120 - [043] (Salaries) \$116,828.00

2120 - [200-299] (Benefits) \$41,446.00

2140 - [010-199] (Salaries) \$211,751.00

2140 - [200-299] (Benefits) \$86,047.00

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

Chromebooks- ARP ESSER III funds will be used to purchase Chromebooks for student use. All will be purchased and paid for by June 2024.

Total Cost: \$9,348.04

2190 - 495 (Computer Hardware) \$9,348.04

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

HCS ESSER funds will be used to purchase additional custodial supplies in order to keep campuses, other school facilities, and school district-owned vehicles sanitized.

Additional desks, chairs, and/or tables will be purchased to better facilitate social distancing in CTE classrooms.

Fans will be purchased for CTE classrooms to increase ventilation/ moving air.

Funds will be used to 50 RestorAir Recovery Units and 50 RestorAir Plug-ins units to improve air quality at all campuses and the central office.

Funds will be used to replace carpeting with VCT in the common areas at Hartselle Junior High.

Security Check-in Systems/ Kiosks at all campuses to generally improve safety and to better track the moving of campus visitors should the tracking of such be necessary for COVID/ close contact purposes.

Vaping sensors in the Hartselle High, Junior High and Hartselle Intermediate bathrooms to create opportunities for earlier intervention of vaping and to better the overall health and lung capacity of students.

Total Cost \$196,903.00

3200 - [441] (Custodial Supplies) \$24,500.00

3200 - [492] (Furniture & Fixtures) \$3,000.00

3200 - [493] (Non-Instructional Equipment) \$125,025.00

3200 - [704] (Building Improvements Costing Less Than \$50,000) \$14,378.00

2190 - [333] (Software Maintenance Agreements) \$1,084.00

2190 - [495] (Computer Hardware) \$28,916.00

Category 4 (Professional Development)

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

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

Example:

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

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

[Cont.]

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

[Cont.]

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

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

* FranklinCovey "Leader in Me," "School Culture and Achievement," "Parent Engagement," and "Coaching" Training for Administrators, Teachers, and Staff--

Several sessions growing our employees from September, 2021 to June, 2024. All services will be paid for by June, 2024.

* "Aspiring Administrator" professional development for HCS employees who hold or are seeking administrator certification and who wish to hold administrator positions. This is being offered in partnership with our Athens Regional Inservice Center and qualifies as a State PLU. \$1,723.75 is requested. \$823.75 will be used toward the purchase of "Engage Every Family" books and \$900.00 will fund a guest speaker. This PD will consist of several sessions and will run from September, 2021 to April, 2022. Succession Planning is an HCS priority due to current and coming retirements and to Alabama's general teacher shortage. COVID has had an impact on those available and qualified to lead.

* Mental Health First Aid training for HCS Guidance Counselors-- \$284.25 was needed to purchase the resources for this training. The training itself was at no charge.

* Serving Students At Risk with Heidy LaFleur-- Heidy LaFleur spoke with all teachers and employees in a session entitled "Motivating & Managing Hard to Reach, Uninterested and Disruptive Students" as part of HCS beginning-of-school-year training in 2021. The general topic was closing the gap with our most at-risk students.

* ABA Therapist Training-- HCS wishes to provide Applied Behavior Analysis (ABA) training for as many as four of its SpEd teachers. This training will enable to better manage students whose behaviors can serve as a barrier to their own learning, and it will equip us to equip them so they can change those behaviors.

Total Cost: \$569,790.00

2215 - [312] (Staff Educational Services) \$76,500.00

2215 - [399] (Other Purchased Services) \$102,000.00

2215 - [412] (Staff Training Supplies) \$390,205.00

2215 - [429] (Other Books & Periodicals) \$1,085.00

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 additional curriculum materials or resources to support Summer Learning in Summer 2024.

All materials and supplies will align with core content math standards and with core content reading standards. They will be rooted in research and evidence. They will be used to fidelity to address learning gaps. Renzuli will be purchased for grades K-8 for enrichment for all students. Other Instructional Supplies will be purchased for Special Education classrooms--sensory items for the students.

Total Cost: \$43,000.00

2190 - [333] (Software Maintenance Agreements) \$33,000.00

2190 - [419] (Other Instructional Supplies) \$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

* ARP ESSER funds will be used to purchase family handouts for a variety of family nights offered across the 2021-2022 school year. These may be in the form of a purchase or they may be copies made on one or more of our campuses.

Total Cost: \$2,000.00

2190 - [479] (Other General Supplies) \$2,000.00

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)

Nursing Non-Instructional Supplies

Health Room/ nursing supplies must be refurbished in the 2021-2022 school year and, if funds remain, in the 2022-2023 school year. All supplies will be purchased and paid for by December, 2023.

Total Cost: \$8,600.00

2140 - [489] (Other Non-Instructional Supplies) \$8,600.00

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)

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)

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 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.

A percentage of the Federal Program Director's salary is being funded by ESSER III (0.10 FTE). This employee's job description is "Federal Programs Coordinator." The funds will be paid for 2021-2022, 2022-2023. The Federal Program Director will complete the application and assist with inventory, budgeting, and purchasing items. The Director will monitor the administration of the ARP ESSER funds.

Total Cost: \$27,288.00

6220- [081] (Salaries) \$21,110.00

6220 - [200-250] (Benefits) \$6,118.00

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.

* ▼

<input type="text" value="17.76"/>	% - Unrestricted Indirect Cost Rate for LEA	<input type="text" value="\$393,951.96"/>	Maximum Indirect Cost amount for the ARP ESSER Fund
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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)	<u>Job Descriptions</u>
 	"Other" Intervention Evidence-based Documentation	<u>LEA Reserve/ State Reserve/ ESSER ARP Supporting Evidence</u>
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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** OK ▼
 - 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?
- 5. LEA Reservation to Address Loss of Instructional Time** OK ▼
 - 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?
- 6. Remaining ARP ESSER Fund Uses** OK ▼
 - 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?
- 7. Administrative Costs** OK ▼
 - 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?
- 8. Indirect Costs** OK ▼
 - 1. Did the LEA select if they will be using ARP ESSER funds for indirect costs?

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

- 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)	490,368.00	135,294.00	0.00	0.00	0.00	0.00		0.00	0.00	625,662.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Salaries (010 - 199)	490,368.00	135,294.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	625,662.00
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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.

* Renaissance MyOn Reader-- This package will be added to our current suite of Renaissance programs aimed at identifying and closing reading gaps among all students.

* The program will be offered together with a 1:1 Chromebook program, so students will have the resources they need to address the "volume of reading" gap that many students encountered with no access to appropriate text in the home and with no access to public libraries due to family poverty/ transportation/ disability issues. Access to these resources will be crucial if HCS pivots to virtual instruction. These texts are available in English and in Spanish, and it can read the text to the student if the teacher determines that to be a needed scaffold. This feature is particularly beneficial to our EL students and families. The texts are leveled and align with other data teachers have, so teachers can direct students to appropriate text needed to improve reading skills and to text for enjoyment to encourage volume of reading. (If needed, wireless connectivity devices will also be provided at no cost to the family.)

* Instructional Staff

Intervention Teachers-- These teachers will serve any students whose data indicate that interventions are needed, but statistically the majority of the students they serve will be from low-income families or will have leaning disabilities such as Dyslexia. There are a number of students from minority racial and ethnic groups served through intervention programs, but these are primarily members of these groups who are also counted among our low-income students.

Virtual Teachers-- Those students first interested in virtual schooling are typically those who are medically fragile or immunocompromised or whose immediate family members are medically fragile or immunocompromised. Though not always, these students are often academically behind their peers because their medical conditions have resulted in more missed days of schools than their peers. HCS hopes to close these academic gaps.

Guidance Counselor-- By the middle grades, students who have struggled to engage become increasingly dissatisfied with school. They are among those with academic gaps that... to them... seem impossible to narrow. They are very often from low-income families and often EL students, students with learning disabilities, or minority students. This Guidance Counselor is tasked with identifying these at-risk students and working to close the academic gap and work with them to find a suitable career path thus fostering greater engagement and a much greater likelihood of graduating college and career ready.

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).

* Data used to determine student need includes DIBELS Amplify, STAR Reading, Star Math, AlaKids, performance on other baseline or formative classroom assessments, State testing from the prior year when applicable, ACCESS screening or assessment results, diagnoses of learning disabilities such as Dyslexia, teacher referral with student portfolio evidence, guidance counselor referral with student portfolio evidence, parent referral with compelling evidence.

HCS measures all programs by formative and summative student performance. Programs that are not effective are discontinued.

Because the programs are implemented by teachers, teachers are regularly observed and evaluated and, if it is called for, provided with feedback and opportunities to improve performance.

All programs align with schools' improvement plans and with the overarching objectives of the Hartselle City Schools' Strategic Plan, and all must move students as indicated in the goals set forth by these plans.

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.

*

Students who have missed the most in-person instruction--

Though HCS did not have to close its doors to face-to-face student instruction in the 2020-2021 school year, there were still students who missed school days due to illness and/or quarantine.

A. Students who were quarantined only continued their class work via Google Meet, Google Classroom, and other means. Many of these students were able continue at a stable academic pace. (HCS teachers who were not ill and quarantined only also elected to continue instructing and communicating with their students. This was a great help in keeping students on track.)

B. Many of the students who were ill and unable to continue working on their days away from school were able to close the gap with after school or Saturday school assistance.

C. Some students attended summer learning programs.

D. Remaining students have begun the school year with an academic gap that must be closed. These students will benefit from the ESSER State Reserve funds allocated to the intervention and virtual teachers, to the guidance counselor tasked with identifying these students and working to close their academic gap and find a career pathway that appeals to them in order to prevent future drop-out increases, to the MyOn software that addresses leveled reading and volume of reading, and to the TestOut software aimed at Career Tech credentialing to produce College and Career Ready graduates.

Students who did not consistently participate in remote instruction--

A. In the 2020-2021 school year, building principals and virtual teachers worked together to encourage those virtual students who did not consistently participate. Those in need of some face-to-face instruction were invited to attend Saturday School. Saturday School was available to all students who were struggling academically. Some students began to participate due to the encouragement alone. Some students began to perform better after some face to face instruction in a socially distanced setting.

B. Some students returned to face-to-face learning when they and their families did not believe they could successfully continue.

C. Some students failed certain nine-week-grading-periods or courses because they never fully engaged despite numerous contacts, many opportunities for other interventions, and the delivery of resources to the home to more fully engage the student. Those students' academic gaps are being addressed this year.

Though COVID may compromise our abilities to see this through, the 2021-2022 Virtual School Year required a meeting with the Principal in which expectations were reviewed and the signing of a School-Student-Parent Compact that focused on participation. Some students' families chose face to face after the meeting with the Principal. Students who did not engage in Virtual last year were not allowed Virtual in this school year unless there was a compelling reason.

HCS believes that face-to-face learning is preferred, and face-to-face learning is encouraged unless there are compelling reasons why it is not suitable for a young learner.

Budget Amount & Details for Interventions	Amount
<input checked="" type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	90,760.00
<input checked="" type="checkbox"/> Intervention B (Comprehensive After-School Programs)	90,760.00
<input checked="" type="checkbox"/> Intervention C (Other)	444,142.00
Additional employees tasked with closing	
Total Cost:	625,662.00

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

Documentation regarding staffing evidence and tiers can be found in Related Documents.

These funds will provide additional support for K-12 Summer Enrichment programs. The funds will cover the salaries and benefits for staff members working summer learning and enrichment programs.

Total number of teachers and employees for summer 2022 and 2023 15 summer school teachers and 4 support staff

Total Cost: \$90,760.00

1100 - [010-199] (Salaries) = \$75,540.00

1100 - [200-299] (Benefits) = \$15,220.00

Intervention B (Comprehensive After-School Programs)

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

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

ARP ESSER Reserve funds will be used to provide for the salaries and benefits of qualified teachers to provide additional tutoring services after school for the 2021-2022 and the 2022-2023 academic years. These funds will be made available to all campuses and the total number of employees will be based on the number of students needing assistance.

Total Cos: \$90,760.00

1100 - [199] (Salaries) = \$75,540.00

1100 - [200-299] (Benefits) = \$15,220.00

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).

Documentation regarding staffing evidence and tiers can be found in Related Documents.

These funds will provide intervention at Crestline (1.0 FTE) for 2022-2023 and 2023-2024 school years and F.E. Burleson (1.0 FTE) for 2022-2023 and 2023-2024 years. It will also provide additional support for K-3 Summer Learning programs. The

funds will cover the salaries and benefits for up to 15 reading coaches, regular classroom teachers, and special education teachers for the summer literacy camp. The Literacy Act requires that school systems offer students reading below grade level an additional 70 hours of instruction during the summer to close any gaps in reading. These funds will be used to close gaps.

Total Cost: \$444,142.00

1100 - [010-199] (Salaries) \$339,288.00

1100 - [200-299] (Benefits) \$104,854.00

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

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