

Jasper City Board of Education

Jasper, Alabama

Elementary & Secondary School Emergency Relief Fund (ESSER III) \$4,974,256

Timeline: Through September 2024

Loss of Instructional Time Interventions:

Summer Learning & Enrichment Programs	\$209,694	
Extended Day Programs	14,040	
After-School Programs	271,440	
Additional Personnel:		
Interventionists	231,382	
Aides	289,129	
	<hr/>	\$1,015,685

Personnel:

Instructional Coaches	324,118	
Physical & Mental Health Care Professionals	458,150	
Learning Gap Coordinators	119,774	
	<hr/>	902,042

Facility Improvements:

T R Simmons Elementary		
5 HVAC units	447,395	
Memorial Park Elementary		
12 HVAC units, multiple window/door replacement	1,868,144	
Maddox Intermediate		
3 HVAC units	155,307	
	<hr/>	2,470,846

Professional Development: 13,000

Curriculum Materials & Assessments:

Textbooks	500,000	
Intervention Materials	2,683	
EL Materials	30,000	
	<hr/>	532,683

Community Partnership of Contracted

Mental Health Services: 40,000

Total ESSER III Budget \$4,974,256

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

Friday, December 10, 2021 9:08 PM

Allocations

	ARP-ESSER	ARP-ESSER-SR
Original Allocation	4,974,256.00	534,525.00
Incoming Carryover	0.00	0.00
Outgoing Carryover	0.00	0.00
Consortium	0.00	0.00
Total Allocation	4,974,256.00	534,525.00
Adjusted Allocation	4,974,256.00	534,525.00
Budgeted	4,974,256.00	534,525.00

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.

Jasper City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: ALSDE Consolidated Federal Programs Director Final Approval
Friday, December 10, 2021 9:09 PM
Substantially Approved Dates

Grant	Substantially Approved Date
ARP ESSER	9/17/2021
ARP ESSER State Reserve	9/17/2021

	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)	599,422.00	245,207.00	0.00	532,683.00	0.00	0.00		0.00	0.00	1,377,312.00	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	40,000.00	0.00		0.00		0.00	0.00	40,000.00	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)	99,000.00	7,944.00	0.00	0.00		0.00		0.00	0.00	106,944.00	Health Services (2140)
Social Services (2150)	250,642.00	104,164.00	0.00	0.00		0.00		0.00	0.00	354,806.00	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	95,100.00	24,674.00	0.00	0.00	0.00	0.00		0.00	0.00	119,774.00	Instructional Improvement and Curriculum Development
Instructional Staff Development Services (2215)	5,000.00	1,000.00	6,000.00	0.00	0.00	1,000.00		0.00	0.00	13,000.00	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	1,000.00	0.00	1,678,840.00		0.00	0.00	1,679,840.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	11,000.00	2,200.00	2,000.00	0.00	0.00	0.00		0.00	0.00	15,200.00	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	0.00	General Administrative (6000-6999)
Capital Outlay - Real Property (7000-7999)					792,006.00					792,006.00	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)	389,900.00	77,980.00	0.00	7,494.00	0.00	0.00		0.00	0.00	475,374.00	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	1,450,064.00	463,169.00	48,000.00	541,177.00	792,006.00	1,679,840.00	0.00	0.00	0.00	4,974,256.00	Total
										Adjusted Allocation	4,974,256.00
										Remaining	0.00

Cover Page & Required Narratives

Superintendent of Schools

Name * Dr. Ann Jackson

ARP ESSER Point of Contact

Name * Monique Rector

Role * CSFO

Phone * 205-384-6880

Ext 68009

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?

* The Jasper City School System will utilize funding from ESSER I that was utilized to purchase two year's worth of cleaning supplies, which included cleaning and sanitizing equipment, chemicals, gloves, nurses gowns, hand sanitizer, protective shields, and masks. However, as an ongoing effort to provide a safe environment for our student and employees, we have identified 5 key areas to assist us in providing clean, safe schools.

Jasper City Schools has identified key prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in our schools:

1. Correct use of masks
2. Social distancing to the greatest extent possible
3. Handwashing and respiratory etiquette
4. Cleaning and maintaining healthy facilities
5. Rigorous isolation measures when needed

Health equity considerations in prevention strategies have also been identified:

- Federal and state disability laws, to the extent applicable, require an individualized approach for students with disabilities consistent with the student's IEP or Section 504 plan. Teachers and school leaders must remain aware of their obligations under federal and state disability laws and should also consider adaptations and alternatives to prevention strategies, while maintaining efforts to protect students, teachers, and staff from COVID-19.
- CDC's [K-12 Schools COVID-19 Prevention Toolkit](#) and the [Alabama Department of Public Health's Toolkit for Schools](#), includes resources, tools, and checklists to help school administrators and school officials prepare schools to open for in-person instruction and to manage ongoing operations. These tools and resources include considerations for addressing health equity, such as class sizes, internet connectivity, access to public transportation, etc.

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

* The Jasper City School System is one of the few systems able to have face-to-face, traditional school all of the 2020-2021 year. We did provide a virtual option and approximately 17% of our students took advantage of this option. However, the last nine weeks of the school year we required all students to return to face-to-face instruction. This was extremely valuable in that it allowed our teachers time to evaluate learning loss in our virtual students and develop a plan for the upcoming year. We encouraged all students not on grade level to attend our summer programs, specifically designed to address learning loss. Approximately 200 students attended these programs (elementary (90), intermediate (40), jr. high (20) and high school programs(40).

Our plan to address learning loss due to instructional time is based on the following elements:

- **Identify missed learning standards and content that are prerequisites to future learning**

Begin by determining key learning standards and content that are prerequisites to future learning and might not have been fully mastered by students. For example, a student will not succeed in Algebra II without first mastering Algebra I, while European history can be taught even if some content from U.S. history was not taught or fully mastered.

- **Create intervention schedules to address missed learning standards and content that are prerequisites for future learning**

For subjects in which prior-year content is a foundational prerequisite to future learning such as math, it will be critical that all students have extra instructional time to cover missed chapters or learn missed concepts alongside current-year content. Data from the previous school year, summer school data, and assessments during the first several weeks of school will be used to identify students needing intervention during the school day to address missed standards and content.

Students of all grade levels who continue to need extra help to address prior learning gaps and fully master new content will benefit from having extra instructional time built into the schedule in addition to core content instructional time.

- **Provide quality evaluation and assessment components to maximize impact**

In contexts of disruption, it is critical to ensure that learners, the broader education community and the system can monitor learning progress in a timely manner and adapt pedagogical processes accordingly. Prior to introducing remedial measures, diagnostic assessments are essential in ensuring that students' needs are fully met. As the student receives support, ongoing formative assessment provides opportunities for powerful feedback loops to both student and educator. Finally, ongoing monitoring and evaluation efforts of the policy itself at institutional and system level will help hone the approach to optimize impact.

- **Prioritize Students' Social-Emotional Needs**

- **Mental Health Needs**--The pandemic has worsened a growing student mental health crisis. Students must be emotionally and mentally able to learn. Ignoring students' needs at the expense of catching them up in school would seem to be a backwards approach to student success. They may not be able to fully engage with curriculum until they address their own emotions. Adding additional mental health support is critical in the success of our academic program for students suffering with unmet mental health needs. A Mental Health Coordinator, an Assistant Mental Health Coordinator, a Mental Health Case-Worker, and multiple partnerships that provide contract personnel will be utilized to meet the growing social and emotional needs.
- **Dyslexia Interventionist** - Will be working with students who are identified with targeted multi-sensory intervention to address learning loss.
- **Provide quality professional development**--High quality professional development will be provided to assist in training math and instructional coaches, and teachers in best practices for closing the achievement gaps.
- **Provide additional personnel to provide instructional coaching, English Learner support, special education support, and additional teachers to offset large class size**--we will hire an additional history teacher at the Jr. High School to aid overcrowding in the classrooms. We had already added local units to support Math and English but history classes remain overcrowded. We will also hire a music teacher for the Jr. High School to help with enrichment for those grade levels. Instructional and math coaches will be added to assist teachers with learning loss. A special education Learning Gap Coordinator will also be used to assist Sped Teachers best serve their students and identifying strategies to aide in overcoming learning loss.
- **Provide quality after school tutoring and summer school programs**--We propose to provide after school tutoring and summer school for all students who need additional support.
- **Learning Gap Coordinator**--A coordinator will be hired to assess learning losses and insuring needs are being addressed. The Learning Gap Coordinator will assist the Curriculum and Instruction Director in monitoring at-risk programs, interventions, and budgets.

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.

* Jasper City Schools will continue to work toward overcoming any barriers to education in our schools and community. Stakeholders are taught to recognize and respect differences and to create an all-inclusive school atmosphere. We devote a lot of time and resources to making sure that needs of our students are met. Should barriers arise, the system will take every measure to help the stakeholders overcome that barrier. We are committed to not discriminate against any student, family, or employee due to race, socioeconomic status, disability, political or religious affiliation.

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

* The LEA continuously monitors allocations and expenditures. Monthly reports and interim audits help ensure appropriate collecting, expending, and managing of funds. The Superintendent, CSFO, and leadership team meets on a regular basis to monitor and compile data to be shared with the community. Social media and the school system's website are two effective means of dispersing information to the public.

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

funds?

* Jasper City Schools values the thoughts and opinions of the community. We welcome all parents to visit with us to share any concerns they have regarding the operations of our schools. We have given parents opportunities to voice opinions through surveys, open board meetings, and scheduled times at each school to meet with administrators to discuss concerns and issues they have faced as a result of Covid-19 pandemic. We will continue to offer community input as we move through the upcoming school years.

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

* Jasper City School System Website - www.jasper.k12.al.us
<https://www.jasper.k12.al.us/News/36490#sthash.DK7t8w9E.dpbs>

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)	209,694.00
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	14,040.00
<input checked="" type="checkbox"/> Intervention C (Comprehensive After-School Programs)	271,440.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other)	520,511.00
Additional Personnel	
Total Cost:	1,015,685.00

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

Summer Literacy Camp for Summer 2024- ARP ESSER III funds will be used to host a Summer Literacy Camp for students in grades K-3 during the Summer of 2024 to address the impact of loss of instructional time. The camp will run for approximately 5 weeks and will address the needs of students due to the loss of instruction time. Subjects to be covered are literacy 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 manipulatives to help improve student achievement. One nurse will also be paid out of this allocation for the summer program. Custodial supplies and transportation costs will also be budgeted for the summer program.

Summer Learning Enrichment Program for grades 4-12 will also be held to address learning loss due to loss of instruction time. The camp will run for approximately 5 weeks and will address the needs of students due to the loss of instruction time. Approximately 27 certified personnel will be paid out of this allocation. Subjects to be covered are literacy 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 and additional curriculum area manipulatives to help improve student achievement.

Approximately 27 certified personnel will be paid out of this allocation as supplemental pay.

Itemized Budget- Summer Learning - Literacy Program (Summer 2024)

2140 - [131] (Nurse salaries) \$ 3000.00 2140 - [220-240] (Nurse benefits) \$600.00

9130 - [010-199] (Salaries) \$ \$137,000.00 9130 - [200-299] (Benefits) \$27,400.00

9130 [411-489] Instructional Material - 1500.00 & Non-Instructional Material- 1300.00

4188 - [010-199] (**Bus Driver Salaries for 5 Bus Drivers**) \$11,000.00 | 4188 - [200-299] (Bus Driver Benefits) \$2,200.00 -
4188 - [300-399] (Mileage for Buses) \$2,000.00

3200 - [441] (Custodial Supplies) \$1,000.00

Total for Summer Learning (2023-2024)-\$187.000

STEM Learning Camp ARP ESSER III funds will be used to host a STEM Learning Camp for Jasper Jr. High Students (7th & 8th grades) during the Summer of 2022, 2023, and 2024. . This enrichment camp will run for approximately 20 days (4 days for 5 weeks). Subjects to be covered are science, technology, engineering principles, and mathematics. We will purchase general supplies, instructional and non-instructional materials to effectively run the program and help improve student achievement. There will be approximately 1 certified personnel employed for the STEM Learning Program.

9130 - [010-199] (Salaries) \$ 15,000.00 9130 - [200-299] (Benefits) \$3,000.00

9130 [400-499] Instructional Material - \$4,694

Total - \$22,694

Grand Total for Intervention A (Summer Literacy Camp, Summer Learning Camp & Summer Enrichment-STEM) = \$209,694.00

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)

Extended Day Remote Learning

Personnel will be hired for the 2021-2022 school year for assistance in remote learning. One certified personnel will be hired at three separate schools for parents and/or students to call in for assistance with instructional assignments.

3 Teachers for 2 hours after contract hours (3:15 PM - 5:15 PM) - (Mondays and Thursdays) - \$65 per day

9130 [010-199] \$11,700 (\$65 X 3 personnel = \$195.00 per day X 60 days)

9130 [200-299] \$2,340.00 Benefits

Total for Extended Day- \$14,040.00 per year

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)

II. (Comprehensive After School) ARP ESSER III funds will be used to provide an after-school program for targeted intervention. Remediation is needed due to the loss of instruction time. Approximately **8 certified** personnel will be paid out of this (Intervention C) budget. This number will cover 3 teachers per grade level in grades k-6. Subjects to be covered are mathematics and reading. The after-school program will be conducted three days per week for 1.5 hours. Certified personnel will be paid approximately \$65.00 per day plus benefits. The after-school program will be conducted at the three elementary schools (grades K-6th) beginning September 13, 2021 and ending May 1, 2024. There will be approximately 145 after-school intervention days each year. **All stipends for the after-school program are paid to personnel for work off-contracted time.**

Itemized Budget:

9130 - [010-199] (Salaries) \$ 226,200.00 9130 - [200-299] (Benefits) \$45,240.00

TOTAL - \$271,440.00

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)

NA

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).

To address learning loss and the loss of instruction time, the following personnel will be employed **(12 Total FTE)**

1.. Interventionist will be employed to address learning gaps and the loss of instruction time, working directly with students in the classroom in a co-teaching model, who have grade-level learning loss, Total cost **\$34,448,**

1100 - Salaries [010-199] \$32,000, Benefits [200-299] \$2,448 (2023-24) FTE 1

2.. English Learner (EL) General Aide to work with students in a push-in program under the direction of the EL and classroom teacher in the school. Due to the lack of instruction time, many of our English Learners have fallen behind on grade level skills (Secondary schools -3 years) & English Learner (EL) Aide to work with students in a push-in program under the direction of the EL and classroom teacher in the school. (Elementary schools -3 years) Three years for Aides - 2021-22, 2022-23, 2023-24 at a total cost of **\$206,179**

- Two General Aides to assist with EL students - one at Elementary level (Hoobler) and one at Secondary level (Marbury). Assistance will be given to the regular EL teacher for targeted instruction in language acquisition (2021-2022, 2022-2023, 2023-2024)
- 1100 - Salaries [010-199] \$124,300, Benefits [200 - 299] \$81,879, FTE 6.00

3. A 12-month General Aide will be employed to help meet the instructional needs of students, to address the loss of instruction time, and pushing into the classroom during the school year and the Summer Learning Loss Program. (2022-2023, 2023-24), total cost **\$82,950.** 1100 Salaries [010-199] \$53,585, Benefits [200-299] \$29,365, FTE 2.00

4. Employ 3 interventionists to serve schools (T.R. Simmons, Jasper Jr. High and Jasper High School) for the 2023-24 school year. Interventionists will work directly with students in the classroom in a co-teaching model. They will address learning gaps associated with the loss of instructional time. Total cost of **\$196,934** (Ingle, Stracner and Vice) 1100 - Salaries [010-199] \$151,387, Benefits [200-299] \$45,547, FTE 3.00

Total -Personnel \$520,511.00

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)	902,042.00
<input type="checkbox"/> Category 2 (Technology & Online Subscriptions)	0.00
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	2,470,846.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	13,000.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	532,683.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Community Partnership	40,000.00
<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 type="checkbox"/> Administrative Costs (must be reasonable and necessary)	0.00
<input type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	0.00
Total Cost:	3,958,571.00

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

The Jasper City School System will employ different personnel to address learning loss and to meet the social and emotional health of students. Descriptions of personnel are detailed below. total **FTEs of 15**

1. Staffing: (See Supporting Documentation #1 in Related Documents)

- A Mental Health Case Worker will be employed for the 2022-23 & 2023-24 school year to assist with emotional well-being, meeting the academic needs of students due to the loss of instruction time, and address the mental health needs of students in the system. Total cost of \$96,104 (Lawrence) 2150 - Salaries [010-199] \$64,642, Benefits [200-299] \$31,462 FTE, 2.00
- An instructional coach will be hired for Jasper High School for the 2023-24 school year. The instructional coach will assist teachers and students as they identify learning loss due to the loss of instructional time. Total cost \$84,591 (Walton) 1100 - Salaries [010-199] \$62,450, Benefits [200-299] \$22,141, FTE 1.00
- A Learning Gap Coordinator will be employed to work with the Curriculum Coordinator to evaluate data and learning loss in students, due to the loss of instructional time across the system for the 2023-24 school year. The Learning Gap Coordinator would be beneficial so they can oversee all of the new positions, interventionist, math coaches, and instructional coaches, coordinate our summer learning programs, and coordinate our after school tutoring program. They will analyze data to determine learning gaps and work on next steps for interventionist and coaches. They will train principals on how to determine learning gaps. Total cost \$34,448 (O'Mary) 2210 - Salaries [010-199] \$32,000, Benefits [200-299] \$2,448, FTE 1
- Due to learning loss with our special education population, we would like to hire a Special Education Learning Gap Coordinator/Coach that would work with our special education teachers on determining learning gaps due to the loss of instructional time for the 2023-24 school year. The coordinator will support teachers with designing and implementing rigorous and responsive strategies that meet the learning needs of students with disabilities. They will also provide instructional coaching in all academic areas which include student centered observation feedback cycles with individual teachers focused on improving student outcomes through effective instruction and assessments. Working directly with students to help with learning loss will take place. Total cost \$85,326, 2210 - Salaries [010-199] \$63,100, Benefits [200-299] \$22,226, FTE 1.00
- A Mental Health Coordinator will be employed during the 2022-2023 and 2023-2024 school year to help coordinate services to meet the social and emotional needs of students and help to meet the academic needs of students due to the loss of instruction time. Also, personnel will address the mental health needs of students in the system, partial salary, partial FTE across the system. Total Cost \$80,000 2150 Salaries [010-199] \$60,000, Benefits [200-299] \$20,000, FTE 1.00 (.50 per year)
- A Lead Nurse will assist school nurses and educate staff with safety protocols. (2021-22, 2022-23, & 2023-24) Total cost \$103,344, 2140 - Salaries [010-199] \$96,000, Benefits [200-299] \$7,344, FTE 3
- Provide math (1 FTE) and instructional coaches (2 FTEs) to support teachers. Coaches will work with students and teachers in helping to meet the academic needs of students due to the loss of instruction time. total cost \$ 239,527 Fiscal year 2023-2024
1100 - Salaries [010-199] \$175,700, Benefits [200-299] \$63,827, FTE 3.00 (2023-2024)
- Mental Health Coordinator Assistant (one FTE for each of 3 years) to help address the social and emotional learning that affects achievement in many students. Due to the loss of instruction time, many students are experiencing social, emotional, and academic concerns. (Total Cost \$178,702 -3 years, 2021-22, 2022-23, 2023-24)
2150 - Salaries [010-199] \$126,000. Benefits [200-299] \$52,702, FTE 3.00

Total - \$902,042

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

Textbook and Online Subscription addressed in Category 5.

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

Schneider - Windows, Doors, and HVAC Cost - \$2,470,846.00 - Project to be completed during 2021-22 & 2022-23.

Due to the lack of efficient and defective windows and HVAC systems in Jasper City Schools, new windows and HVAC systems will be installed to increase air quality and efficiency.

1. Memorial Park Elementary -- Multiple Windows and Doors - \$792,006.00 Function 7200 [500-599] (Capitalized improvements, targeted completion date April 2023)
2. Maddox Intermediate - HVAC (3 units) - \$155,307.00 Function 3200 [700-799] (Multiple non-capitalized Units, targeted completion date April 2023)
3. Memorial Park Elementary - HVAC (12 units) - \$1,076,138.00 Function 3200 [700-799] (Multiple non-capitalized Units, targeted completion date April 2023)
4. T.R. Simmons Elementary - HVAC (5 units)- \$447,395.00 Function 3200 [700-799] (Multiple non-capitalized Units, targeted completion date April 2023)

Category 4 (Professional Development)

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

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

Example:

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

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

[Cont.]

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

[Cont.]

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

ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas. Some of the trainings include AMSTI, ARI, STEM, Mental Health, Enrichment, and Advanced Placement.

- Consultants, Program and Textbook High-Quality Professional Development-- 2021-22, 2022-23 & 2023-24 - Total Cost \$5,000.00, (consultants 2215 [300-399])

- 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 2023-2024. Total Cost \$6,000 ; (Stipends, 2215 - [010-199] \$5,000.00; Benefits, 2215 [200-299] \$1,000)
- Registration Fees and Travel - total Cost \$2,000.00, Registration Fees 2215 [600-899] \$1,000, Travel 2215 [300-399] \$1,000

Total cost for Professional Development - \$13,000.00

Category 5 (Curriculum Materials & Assessments)

Provide the following information for Category 5 (Curriculum Materials & Assessments):

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

Example:

ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.
Total Cost: \$8,791.00 | 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00

Textbooks, online subscriptions, and supplemental materials for the new ELA and History adoption and other subject areas as needed for instruction. Online subscriptions are utilized for virtual learning and times when the textbook needs to be utilized at a location other than school. Some online subscriptions are the sole text for some classes. Supplemental materials may be purchased to supplement the textbooks and online subscriptions. Funding is for the 2022-23 School Year/

Budget for 2022-23 - \$500,000.00 (1100 [400-499])

Instructional / Noninstructional Materials for Intervention- Materials will be purchased to supplement the instructional program in different curriculum areas. Materials can include those for direct instruction and remediation and non-instructional for essential items such as printers, paper and ink to run programs successfully. \$2,683.00 (1100 [400-499])

Online Subscription for English Acquisition for EL Students -Rosetta Stone Online Program will be utilized from early elementary through secondary schools. This program provides instruction and remedial activities for English Acquisition- \$15,000.00 for 2 years (2022-23 & 2023-24) = \$30,000.00, (1100 [400-499])

Total for Category 5- \$532,683.00

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

NA

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)

Community Partnership - Contract Services for Mental Health

Through various community agency partnerships, students will receive mental health services through contract personnel. These services help the school system to address needs in a holistic approach. The COVID pandemic has heightened the stress and anxiety of many of our students and faculty members.

Contract Services, which includes approximately 3 outside agency personnel, will be budgeted for the 2022-2023 (\$20,000.00) & 2023-24 (\$20,000.00) school year (2120, [300-399])

Total for Category 7 - \$40,000.00

Category 8 (Other)

Provide the following information for Category 8 (Other):

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

NA

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)

NA

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)

NA

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)

NA

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)

NA

Administrative Costs

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

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

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

NA

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. ▼

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

Function/Object Code used on the Budget Grid

SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE

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

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

* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	Job Descriptions
 	"Other" Intervention Evidence-based Documentation	Supporting Documenttton Narrative
 	Supporting Documentation #1	Supporting Program Documentation
 	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** Not Applicable ▼
 - 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** Not Applicable ▼
 - 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)	161,600.00	60,034.00	0.00	2,306.00	0.00	0.00		0.00	0.00	223,940.00	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)	1,500.00	300.00	0.00	0.00		0.00		0.00	0.00	1,800.00	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	2,000.00	0.00	0.00		0.00	0.00	2,000.00	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	3,000.00	0.00	0.00		0.00	0.00	3,000.00	Operations and Maintenance

(3200-3900)											(3200-3900)
Student Transportation (4100-4199)	46,000.00	9,200.00	7,547.00	0.00	0.00	0.00		0.00	0.00	62,747.00	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)	191,550.00	38,417.00	0.00	11,071.00	0.00	0.00		0.00	0.00	241,038.00	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	400,650.00	107,951.00	7,547.00	18,377.00	0.00	0.00	0.00	0.00	0.00	534,525.00	Total
										Adjusted Allocation	534,525.00
										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.

* Having personnel in key areas for student intervention is key. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, interventionists, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Targeted intervention will take place during the regular school day, during summer learning programs, after-school programs, and in specialized math lab settings.

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier 3. At the Tier III level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions can then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). Targeted interventions will also take place in a comprehensive after-school programs

According to the RAND Education and Labor Research teachers were significantly more likely to use intervention programs in ELA (62 percent) than in mathematics (52 percent). Although we recognize that literacy skills are key in mathematics, there is still a need to high-quality hands on learning in the areas of math and science. We would utilize our after-school program and summer enrichment to cover content across the disciplines and meet the needs of unique learners. Math Coaches will be employed to work with teachers to enhance the math curriculum for all learners.

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).

* A variety of data was used to evaluate learning gaps in all students in grades Kindergarten through 8th grades. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Renaissance STAR Math and Reading, Alabama Comprehensive Assessment Program (ACAP), and other benchmark assessments are utilized to determine appropriate learning growth in students. Students identified in need of Tier II and Tier III intervention will have weekly and bi-weekly assessment measures to review. Students in the early grades will have Reading Intervention Plans (SRIPs) created and the plans will be followed with frequent parent contact. Frequent progress monitoring is key in knowing what interventions and strategies are working and what is not working.

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 and those who did not consistently participate in remote instruction will be evaluated at the beginning of the year and a plan of intervention will be developed and implemented quickly. In the Jasper City School System, we realize the value of every day and every minute of instruction. Our goal is to not ever leave a child behind, but figure out what is needed to pull them up to grade level proficiency. The RTI process is key in all of our schools because students are followed very closely to determine next steps for individualized instruction. With the addition of

ELA & Math manipulatives to help improve student achievement. The after-school program will be conducted at the three elementary schools (grades k-6th) beginning September 7, 2021 and ending May 1, 2024 (3 years). There will be approximately 145 after-school intervention days each year.

2. There will be approximately **2** certified personnel employed for the After-School Program paid out of this budget.

3. Itemized Budget

9130 - [010-199] (Salaries) \$ 56,550.00 (2 teachers for 3 years) 9130 - [200-299] (Benefits) \$11,310.00 (the remainder of monies needed will be paid out of Intervention C)

Total cost Personnel (2 teachers): \$67,860.00

Materials and Supplies - \$1,500.00 (9130 [400-499])

Transportation for Intervention B:

There will be **2 bus drivers** paid out of this budget: 4188 - [010-199] (Bus Driver Salaries) \$6,000.00 | 4188 - [200-299] (Bus Driver Benefits) \$1,200.00

Mileage Cost for Buses: \$1,547.00 - 4188 - [300-399]

Total cost: \$78,107

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).

I. (Summer Literacy Program) ARP ESSER III Reserve funds will be used to host a Summer Literacy Camp for grades kindergarten through third grades and a Summer Learning Program for grades 4-12 during the Summer of 2023. The camp will run for approximately 5 weeks. There will be remediation to address learning gaps in reading and literacy due to the loss of instructional time for K-3 students. Summer Learning for grades 4-12 will address gaps in We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase literacy manipulatives and material to help improve student achievement.

There will be approximately **14** certified personnel employed for the Summer Literacy Program and Summer Learning Program paid out of this (Intervention C) budget. One nurse will also be paid out of this allocation for the summer program. Custodial supplies and transportation costs will also be budgeted for the summer program.

Itemized Budget:

2140 - [010-199] (Nurse salaries) \$ 1,500.00 2140 - [220-240] (Nurse benefits) \$300.00

9130 - [010-199] (Salaries) \$ 70,000.00 9130 - [200-299] (Benefits) \$14,000.00

9130 - [400-499] (Materials and Supplies) \$5,071.00

4188 - [010-199] (Bus Driver Salaries) \$10,000.00 | 4188 - [200-299] (Bus Driver Benefits) \$2,000.00

4188 - [300-399] (Mileage for Buses) \$1,000.00

3200 - [400-499] (Custodial Supplies) \$3,000.00

Intervention A and C has budgeted funding for the Summer Literacy Camp and Summer Learning Camp for Summer 2023.

Total - \$106,871.00

II. (Comprehensive After School) ARP ESSER III funds will be used to provide an after-school program for targeted intervention. The Comprehensive After School personnel is covered in ESSER III and in Intervention B of the Reserve. Funding will cover additional Costs for After-School Program for 3 years - 2021-22, 2022-23, 2023-24

Total cost for Materials and Supplies - 9130 - [400-499] (Materials and Supplies) \$4,500.00 (\$1,500 per year)

Total cost for transportation - \$41,000.00 (for 3 years)

There will be 3.5 bus drivers paid out of this budget (Intervention C) each year for three years:2021-22, 2022-23, 2023-24- 4188 - [010-199] (Bus Driver Salaries) \$30,000.00 | 4188 - [200-299] (Bus Driver Benefits) \$6,000.00

4188 - [300-399] (Mileage for Buses for 3 years- 2021-22, 2022-23, 2023-24) \$5,000.00

TOTAL COST FOR Comprehensive After School Program- \$45,500.00

III. Personnel will be hired to address learning loss and the deficiencies encountered due to the loss of instructional time.

1. History Teacher - to address student learning gaps in reading. Reading for informational text and literacy skills are embedded in the History class. As indicated by the ACAP Summative 2021 scores, 80% of 7th and 8th grade students scored at level 2 - Not-Proficient. Hiring an additional history teacher to address learning loss in students is key for students at the jr. high level.

- Adding a Jr. High history teacher will help create smaller class size and ensure that each and every student's reading and literacy skills losses are addressed. One year, 2023-2024 at a total cost **\$69,085**
- 1100 - Salaries [010-199] \$50,000, Benefits [200-299] \$19,085, FTE 1.00

2. A school music teacher will serve grades 7-12 will be employed to help address learning and reading loss through music education during the 2023-24 school year. Music and reading music is an important role in recouping learning loss for many students who learn in non-traditional modes. Literacy skills are addressed through the music and arts education program. Total cost **\$69,085**, (Sims) 1100 - Salaries [010-199] \$50,000, Benefits [200-299] \$19,085, FTE 1.00

3. A Dyslexia Interventionist will be employed for the 2023-24 school year to address learning loss. We have many students with a Dyslexia diagnosis and a CALT Certified teacher will work directly with our dyslexia students throughout the system=. Total cost **\$83,464** 1100 - Salaries [010-199] \$61,600, Benefits [200-299] \$21,864, FTE 1.00

Learning Materials for Interventionist for 2023-2024 year - 1100 [400-499] \$2,306.00 ; 2190 [400-499] \$2,000.00

I. Summer Learning Total - \$106,871.00

II. After School Intervention Total - \$45,500.00

III. Personnel and Materials to address learning loss Total - \$225,940.00

Total for INTERVENTION C = \$378,311.00

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)	<u>Job Descriptions - Teacher, LPN Aide, General Aide</u>
 	"Other" Intervention Evidence-based Documentation	<u>Supporting Documentation</u>
 	Supporting Documentation #1	<u>Supporting Documentation</u>
 	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?