

	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)	175,311.00	121,689.00	0.00	1,136,986.60	0.00	0.00		0.00	0.00	1,433,986.60
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)	809,517.00	350,157.00	0.00	0.00		0.00		0.00	0.00	1,159,674.00
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	415,929.51	160,628.49	0.00	0.00	0.00	0.00		0.00	0.00	576,558.00
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
	<b>Salaries (010 - 199)</b>	<b>Employee Benefits (200 - 299)</b>	<b>Purchased Services (300 - 399)</b>	<b>Materials + Supplies (400 - 499)</b>	<b>Capital Outlay (500 - 599)</b>	<b>Other Objects (600 - 899)</b>	<b>Indirect Costs (910)</b>	<b>Fund Transfers (920 - 929)</b>	<b>Other Fund Uses (931 - 999)</b>	<b>Total</b>
Security Services (3100)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Operations and Maintenance	88,404.00	46,596.00	242,566.40	0.00	0.00	0.00		0.00	0.00	377,566.40

(3200-3900)																			(3200-3900)
Student Transportation (4100-4199)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Student Transportation (4100-4199)
Food Services (4200-4299)																			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	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)																			Capital Outlay - Real Property (7000-7999)
Debt Service - Long Term (8000-8999)																			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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Adult Education (9110)
Community Education (9120)																			Community Education (9120)
Extended Day/Dependent Care (9130)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Extended Day/Dependent Care (9130)
Preschool (9140)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	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)																			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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	Community Services (9300-9399)
<b>Total</b>	<b>1,489,161.51</b>	<b>679,070.49</b>	<b>242,566.40</b>	<b>1,136,986.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,547,785.00</b>	<b>Total</b>
																	<b>Adjusted Allocation</b>	<b>0.00</b>	
																	<b>Remaining</b>	<b>(3,547,785.00)</b>	

**Cover Page & Required Narratives**

**Superintendent of Schools**

Name \* Dr. Aaron Milner

**ARP ESSER Point of Contact**

Name \* Dr. Frankie Mathis

Role \* Assistant Superintendent

Phone \* 251-375-5420

Ext

**Required Narratives**

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

\* Funds will be used to continue and expand strategies which enabled Saraland City Schools to mitigate student learning loss by maximizing in-person learning opportunities during the 2020-2021 school year (166 days with 94% opting for in-person learning). Proposed strategies to strengthen the district's preparation, prevention, and response to COVID-19 for 2021-2022 and beyond concentrate in the areas of health services, facilities, technology, curriculum, and instruction.

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?

\* Evidenced-based interventions will be implemented to provide accelerated learning opportunities to all students including expansion of opportunities for those students historically underserved. This will include a focus on ensuring that all students have access to grade level or above standards in all content areas. Summative assessment data was not available for the 2019-2021 school year, therefore, using formative assessment data, academic progress of all students is being monitored for potential learning and achievement gaps that may heighten vulnerability. Personalized student learning plans, based on diagnostic data and created by the instructional software, deliver individualized intervention as well as enrichment activities beyond current achievement levels. Software purchased by Saraland City Schools also provides opportunities to extend student learning outside the traditional school day and promote family engagement in a language understood by the parents/guardians. Spring ACAP assessment data for students in grades 2-8 will be interpreted and analyzed to further target resources and aid students identified in greatest need.

To strengthen SCS response to students' social, emotional, and mental health needs, the district employed a Mental Health Services Coordinator. Three SCS employees obtained certification as Youth Mental Health First Aid trainers. These staff members will conduct professional development until all SCS employees receive mental health awareness trainings. Through key personnel in health and student services, SCS is partnering with community agencies to support families in meeting both physical and mental health needs.

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.

\* No student will be denied access to academic programs based on gender, race, color, national origin, disability, age, or economic status. Teachers and other program beneficiaries are included in professional development opportunities applicable to position and respective needs. However, Saraland City Schools (SCS) will provide additional training to special education teachers to ensure equity and accessibility for students. SCS will continue to work with teachers and families to ensure there are no barriers to participation.

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?

\* A comprehensive fiscal monitoring process will be implemented throughout the course of the grant to ensure use of funds adheres to the approved budget plan detailing how ARP ESSER funds will be expended. SCS will monitor appropriate and

effective application of funds following district accounting practices under the direction of the CSFO. SCS will self-assess implementation to include usage data for instructional technology and evaluate compliance with regulations using data collected quarterly under the direction of the Federal Programs Coordinator. District progress will be communicated through newsletters, social media, and in-person meetings with the goal to foster transparency in the expenditure of funds and implementation of interventions.

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

\* Flexibility and opportunity are essential to building valuable connections between school, home, and community. SCS is eliciting family and community input in strategic planning as well as engaging families digitally (zoom and live streaming on the web) while expanding in-person opportunities to encourage involvement in the education process.

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

\* <https://bit.ly/3ywDva6>

### LEA Reservation to Address Loss of Instructional Time

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

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

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

Budget Amount & Details for Interventions	Amount
<input type="checkbox"/> Intervention A (Summer Learning & Summer Enrichment Programs)	0.00
<input type="checkbox"/> Intervention B (Extended Day Programs)	0.00
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input checked="" type="checkbox"/> Intervention E (Other)	
Personnel	783,000.00
<b>Total Cost:</b>	<b>783,000.00</b>

### 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

### 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).

1) After careful coordination, funds for Interventions A-D will be provided through other means. As a result, SCS proposes to use the ARP LEA reservation to fund key personnel (FY 22, FY 23, FY 24) who will push in classrooms to provide interventions, accelerate learning, and minimize the long-term impact of learning loss. Using formative assessment data to determine where learning must be accelerated, the addition of paraprofessionals (job description provided) at Saraland Early Education Center (SEEC), Saraland Elementary School (SES) and Saraland Middle School (SMS) will promote social distancing by facilitating small group learning, increasing time on task in the classroom, and personalizing student learning and feedback. These paraprofessionals will help transition the focus from remediation to accelerated learning by directly assisting those students who have lost the most instructional time due to school closures and inconsistent participation in an online learning setting. Additionally, instructional partners (job description provided) who demonstrate a high level of skill in scientifically researched-based programs and instruction will be employed at SMS and SHS to assist classroom teachers with small and whole group instruction, monitor and disaggregate student assessment data, and coordinate the response to instruction process for the school. Working as a team, administrators, classroom teachers, instructional partners, and paraprofessionals will also identify and support students who are chronically absent or disengaged by providing in-school accelerated learning, which offers opportunities for students to learn at grade level rather than through tracking or remediation.

ARP ESSER funds will fund personnel as described in FY 22, FY 23, FY 24. Positions will be reevaluated for continued need and alternate fund sources to include local prior to 9/30/2024.

2) 3 paraprofessionals (3 FTEs), 2 instructional partners (2 FTEs)

3) Instructional Partner (SMS): \$81,000 x 3 years = \$243,000.00; Instructional Partner (SHS): \$81,000 x 3 years = \$243,000.00; Paraprofessional (SEEC): \$33,000 x 3 years = \$99,000.00; Paraprofessional (SES): \$33,000 x 3 years = \$99,000.00; Paraprofessional (SMS): \$33,000 x 3 years = \$99,000.00

2210 - [010-199] (Salaries) \$356,610.00 | 2210 - [200-299] (Benefits) \$129,390.00

1100 - [010-199] (Salaries) \$175,311.00 | 1100 - [200-299] (Benefits) \$121,689.00

## 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)	1,385,232.00
<input checked="" type="checkbox"/>	Category 2 (Technology & Online Subscriptions)	742,222.00
<input checked="" type="checkbox"/>	Category 3 (Facility Improvements)	48,549.00
<input type="checkbox"/>	Category 4 (Professional Development)	0.00
<input checked="" type="checkbox"/>	Category 5 (Curriculum Materials & Assessments)	394,764.60
<input type="checkbox"/>	Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/>	Category 7 (Other) HVAC Maintenance	72,000.00
<input checked="" type="checkbox"/>	Category 8 (Other) Cleaning and Sanitizing	122,017.40
<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
<b>Total Cost:</b>		<b>2,764,785.00</b>

### Category 1 (Personnel)

Provide the following information for Category 1 (Personnel):

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

Example #1:

ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)

Total cost: \$550,880.00 | 1100 - [010-199] (Salaries) \$354,450.00 | 1100 - [200-299] (Benefits) \$196,430.00

Example #2:

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)

Total cost: \$417,813.00 | 1100 - [010-199] (Salaries) \$321,123.00 | 1100 - [200-299] (Benefits) \$96,690.00

1) With the goal to keep schools safe and students healthy, SCS proposes to allocate a portion of remaining ARP ESSER funds to employ additional nurses and a maintenance technician (job descriptions attached). Increasing student access to nurses will help connect health care and education. School nurses provide supports needed to reduce barriers to learning by coordinating care and educating families on the availability of services, while the role of the maintenance technician will be to improve school facilities in order to reduce the risk of virus transmission.

SCS is currently allocated a part-time career coach. However, to expand opportunities for those who need it most, SCS proposes to coordinate funds with the state transition grant (approximately \$15,000.00) to employ a full-time transition coach

(job description attached) who will help build partnerships with and coordinate services among parents, community agencies, post-secondary educational institutions, and businesses to meet students' needs and IEP goals.

ARP ESSER funds will fund personnel as described in FY 22, FY 23, FY 24. Positions will be reevaluated for continued need and alternate fund sources to include local prior to 9/30/2024.

2) 7 School nurses (6.5 FTEs), 1 – Maintenance Technician (1 FTE)

3) Nurses:  $\$386,558 \times 3 = 1,159,674.00$ ; Maintenance Technician:  $\$45,000 \times 3 = \$135,000.00$ ; Transition Coach (less  $\$15,875.00$  transition grant):  $\$30,186 \times 3 = \$90,558.00$

Total cost:  $\$1,385,232.00$  | 2210 - [010-199] (Salaries)  $\$59,319.51$  | 2210 - [200-299] (Benefits)  $\$31,238.49$

3200 - [010-199] (Salaries)  $\$88,404.00$  | 3200 - [200-299] (Benefits)  $\$46,596.00$

2140 - [010-199] (Salaries)  $\$809,517.00$  | 2140 - [200-299] (Benefits)  $\$350,157.00$

### 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)  $\$402,158.00$

1) Purchasing educational technology to maintain a 1-to-1 managed device inventory will aid in regular and substantive educational interaction between students and their teachers, including low-income students and children with disabilities, to address learning loss, accelerate learning, and allow SCS to better meet the needs of students. In an educational setting, maintaining an inventory of devices operated under a management system is critical to ensure safe and responsible use. The budget for device purchases was generated by projecting district needs over a three-year period. The spreadsheet outlines a timeline for expenditures. ARP ESSER allocations will fund approximately 75% of the need with alternate sources to include local providing the balance.

2) N/A

3) Total Cost:  $\$742,222.00$  | 1100 - [400-499] (Technology)  $\$742,222.00$

### 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)  $\$37,000.00$

1) Ventilation is important for good indoor air quality and necessary to reduce the spread of COVID-19. To improve indoor air quality at SMS (the oldest facility in the district), SCS proposes to budget  $\$46,527.00$  to replace five HVAC units (FY22).

2) N/A

3) Total Cost:  $\$48,549.00$  | 3200 - [300-399] (HVAC Units)  $\$48,549.00$

### 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

### 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

1) SCS proposes to prioritize the purchase of high-quality curriculum resources aligned to the newly adopted Alabama English Language Arts Course of Study. Following vetting of ELA resources by the state textbook committee and approval by the Alabama State Board of Education, SCS textbook committee members will review and recommend the purchase of textbooks and supplementary resources (FY 22). Based on need analysis, supplemental resources will also be purchased for other curriculum areas.

2) N/A

3) Total Cost: \$394,764.60 | 1100 - [400-499] (Textbooks) \$394,764.60

### Category 6 (Parent & Family Engagement Activities)

Provide the following information for Category 6 (Parent & Family Engagement Activities):

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

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.

Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

### Category 7 (Other)

Provide the following information for Category 7 (Other):



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

1) Valuing the importance servicing ventilation system in reducing the spread of COVID-19, SCS proposes to budget funds to provide preventative maintenance for HVAC systems (Saraland Early Ed, Saraland Elementary, Saraland Middle, and Saraland High), \$36,000.00 annual contract (FY23 and FY24). Bid tabulation sheet provided.

2) N/A

3) Total Cost: \$72,000.00 | 3200 - [300-399] (HVAC Maintenance) \$72,000.00

### 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)

1) Reducing the risk of exposure to COVID-19 by cleaning and disinfection is critical to opening and maintaining safe operation of schools. SCS proposes to budget \$38,423.00 in ARP ESSER funds to heighten cleaning efforts in schools. Bid tabulation sheet provided.

2) N/A

3) Total Cost: \$122,017.40 | 3200 - [300-399] (Cleaning and Sanitizing) \$122,017.40

### 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 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.

### 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.

\*

% - Unrestricted Indirect Cost Rate for LEA  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.

Related Documents

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#">Job Descriptions</a>
 	"Other" Intervention Evidence-based Documentation	<a href="#">Supporting Documentation</a>
 	Supporting Documentation #1	
 	Supporting Documentation #2	

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

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

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

 **9. Related Documents**

OK 

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