

Huntsville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep  
 Approved  
 Thursday, December 16, 2021 7:18 PM  
 Allocations

	ARP-ESSER	ARP-ESSER-SR
<b>Original Allocation</b>	59,165,978.00	4,241,214.00
<b>Incoming Carryover</b>	0.00	0.00
<b>Outgoing Carryover</b>	0.00	0.00
<b>Consortium</b>	0.00	0.00
<b>Total Allocation</b>	59,165,978.00	4,241,214.00
<b>Adjusted Allocation</b>	59,165,978.00	4,241,214.00
<b>Budgeted</b>	59,165,978.00	4,241,214.00

### **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.

Huntsville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved  
Thursday, December 16, 2021 7:18 PM  
LEA Superintendent Assurances Confirmation

**LEA Superintendent Assurances Confirmation**

Indicates LEA Superintendent Approval based on Assurances.

Huntsville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep Approved  
Thursday, December 16, 2021 7:18 PM  
Substantially Approved Dates

<b>Grant</b>	<b>Substantially Approved Date</b>
ARP ESSER	12/15/2021
ARP ESSER State Reserve	12/15/2021





## Cover Page & Required Narratives

### Superintendent of Schools

Name \* Christie Finley

### ARP ESSER Point of Contact

Name \* Dustin Daehn

Role \* CSFO

Phone \* 256-428-6852

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?

\* HCS Board Policy: 4.18 Public Health Precautions and Infectious Disease Mitigation

#### 4.18.1 Authorization

- The Board authorizes the Superintendent to develop public health precautions and infectious disease mitigation procedures for all schools and other Board properties and all school sponsored activities.
- The Superintendent, and his or her designees, will develop, and amend as necessary, these procedures based on current guidance from local and state government and health officials.

#### 4.18.3 Mandatory Compliance with Procedures

- Generally. All individuals, including all students, faculty, staff, family members, and other visitors to Board schools or properties, must comply with the procedures developed pursuant to this policy. Failure to do so will result in consequences including, but not limited to, temporary or permanent removal from the property.

#### Face Coverings/Desk Shields

- Face coverings will be required for students, employees, and visitors on all HCS campuses
- Classroom student desk shields will no longer be utilized at this time
- HCS will share all requirements should face covering/desk shields become necessary through ongoing district communication to parents, teachers, and other stakeholders

#### Physical Distancing

- Social distancing will be encouraged to the greatest extent possible
- HCS will share all requirements should social distancing becomes necessary through ongoing district communication to parents, teachers, and other stakeholders

#### Cleaning and Maintaining Healthy Facilities

- Sanitizing wipes are available for all classrooms
- Each building will be cleaned daily following normal cleaning procedures
- Each building is disinfected with a product considered safe and non-toxic as necessary
- Hand sanitizing available at entry/exit points

#### Contact Tracing and Exclusion Requirements

- Classroom and bus seating charts will continue to be utilized for contact tracing purposes effective School Year 2021-2022

- HCS will assist the Alabama Department of Public Health guidance on COVID-19 cases, exposures, and exclusions for the district
- The HCS Preventative Measures Team (PMT) will continue to monitor Covid-19 cases in HCS schools and will work closely with the Alabama Department of Public Health (ADPH) to monitor any community surges of Covid-19

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?

\*

We will further enhance the curriculum by obtaining additional curriculum materials and will obtain additional classroom materials to support learning centers and to address the learning loss of our students. We will provide extended learning times through summer school programs and high quality after school programs including high quality tutoring. We are providing high quality professional development for our instructional and support staff to help address learning loss for all sub-groups affected by COVID-19. We will provide services and resources to help with social and emotional needs due to the effects of COVID. We will provide technology for all students and instructional leaders to be able to access the internet for remote learning. See attached document number one for additional details.

### **ESOL (English Speakers of Other Languages) Program Professional Development**

- District book study with monthly action steps focusing on providing assistance to EL families
- Professional development training for schools to support EL parent outreach and provide information in a language parents understand
- Annual professional development training for district employees who work with students and families related to communicating to parents in a language they understand
- Professional development for ESOL teachers to support classroom and content teachers
- Multilingual Text Communication Tools Training

### **Strategy: Provide Culturally Relevant Family Communication**

#### **Action Step:**

- The ESOL department will create Parent/Guardian Education series with interpretation services to engage parents as partners by addressing questions and providing guidance for supporting students at home and in school.
- The ESOL department will provide training for schools to support EL parent outreach and provide information in a language parents/guardian understand
- The ESOL Department will requisition additional translation services

### **Strategy: Provide ESOL Home Language & Cultural Assets Leverage Support**

#### **Action Steps:**

- The classroom teachers and ESOL staff will increase making home school-connections
- The ESOL department will provide Asset-based Approach to Working with ESOL Students and Families training to ESOL teachers
- The ESOL teachers will maintain information relating to home school connections and outcomes

### **Strategy: McKinney Vento Serving Students in Transition – Credentialing Program and**

#### **Essential Staff Training**

#### **Action Steps:**

- The HCS McKinney Vento liaison will attend Level 1 and 2 McKinney-Vento Liaison Credentialing Course based on ESSA
- District employees will attend McKinney Vento training in a timely manner The McKinney-Vento Essential Staff Training course aims to equip all school personnel with professional development and training to heighten their awareness of and capacity to respond to specific problems in the education of homeless children and youth
- The department will follow all McKinney Vento federal requirements

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.

\*

HCS will utilize high-quality materials to ensure that all instruction is delivered using scientifically researched and evidence based instructional materials and strategies. The school district will use the ALSDE vetted list of high-quality instructional materials or complete an ALSDE rubric to ensure comparability is evident. We offer all instructional programs to all students, intervention periods during the school day in order to reach all students, provide transportation to all students, provide technology to all students, provide meals to all students, and access to social and emotional resources and services.

See attachment number 1 & 2 for additional details.

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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 HCS *Academic Support Plan* will be continuously monitored at three levels: *school level, district level, and through finance.*

#### **School-Level**

- Each school will be required to collect data and to review that status of each strategy, implementation, data, and next steps. The schools will conduct data/grade level meetings to review student progress using assessment results, examine improvement plans, and develop teacher and student action steps and plans.
- Each school will develop PST plans to address additional academic needs of students based on progress monitoring data.
- K-3 Student Improvement Reading Plans will be provided for K-3 students with reading deficits based on state vetted assessments
- Reading and math goals will become goals located in the school's strategic and Department of Justice Self-Monitoring plans
- Each school will be required to conduct an Instructional Data Conversation Presentation to the district leadership identifying status of goals and next steps based on data and district guidance.

#### **District Level**

- Each school will be required to conduct an Instructional Data Conversation Presentation to the district leadership identifying status of goals and next steps based on data and district guidance. The presentation will occur quarterly
- Each school principal will develop Indicators of Future Success based on data. These indicators will become goals located in the strategic and self-monitoring plans. Each goal is reviewed, and the level of status provided 4 times per year
- School principals will meet monthly with supervisor to review status of plans and goals

#### **Finance**

HCS district Finance personnel will meet with each department monthly to ensure purchases and services are funded by ESSER III accordingly, follow all finance assurances, and meet with each department to provide an updated budget.

See attachment number one for additional details.

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

\* The LEA will provide support and resources to establish effective communication with families to ensure a culture of trust as well as develop methods which will decrease delays in communications. The LEA will collaborate with families and community partners to enhance partnerships within the District and Schools that will foster better communication. This will provide an environment where strategies can be explored and presented to families which will promote better study habits, routines, and create a positive home learning environment.

See Attached Document number one for additional details.

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

\* <https://www.huntsvillecityschools.org/sites/default/files/HCS%202021-2022%20Reopening%20Protocols%20and%20Academic%20Support%20Plan%20v3.pdf>

#### **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)	6,275,863.33
<input checked="" type="checkbox"/> Intervention B (Extended Day Programs)	5,871,529.60
<input type="checkbox"/> Intervention C (Comprehensive After-School Programs)	0.00
<input type="checkbox"/> Intervention D (Extended School Year Programs)	0.00
<input type="checkbox"/> Intervention E (Other)	0.00
<b>Total Cost:</b>	<b>12,147,392.93</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

HCS will utilize the ARP ESSER funds for Summer Learning Academy during June & July 2022, June & July 2023, and June & July 2024. The program will run for four consecutive weeks or twenty consecutive days during these months. The Summer Learning Academy's focus will be reading, math and enrichment to offset the current learning loss experienced by students because of the COVID 19 pandemic. General materials and resources will be purchased to support each Academy.

Elementary: Provide a Summer Learning Academy for K-3 elementary students. Connect Social Studies and Science units with classroom libraries to enhance comprehension, vocabulary, and extend ELA learning. Data collected from various assessments will be used to create a District Wide Beginning of the Year Acceleration Plan (BOY).

Middle School: Provide a Summer Learning Academy for 6th-8th grade students focusing on Reading and Math with a Science Technology Engineering the Arts and Mathematics (STEAM) approach to support student inquiry, dialogue, and critical thinking.

High School: Provide a Summer Learning Academy for 9th-11th grade students focusing on Reading, Math, Science and College and Career Readiness elements to insure success in post secondary education and or training that leads to gainful employment.

Summer Learning Academies Personnel will consist of: Up to 10 Teachers per school (420), clerical one per school (42), up to 2 aids per school (84), security one per school (42), and facilitators one per school (42). Transportation will be provided for all Summer Learning Academies.

The rate of pay will be as follows: \$300.00 per day for Certified Teachers, \$350.00 per day for Site Facilitators and \$15.00 per hour for Classified Support personnel. Time and effort documentation will demonstrate the amount of time worked on grant activities.

(9130) (010-199) Salaries \$4,351,200.00; (200-299) Benefits \$879,595.13

(4120) (300-399) Transportation Services \$1,000,000.00

### 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)

HCS will utilize ARP ESSER funds to support reading and/or math Extended Day Tutoring Programs to offset the current learning loss experienced by students because of the COVID 19 pandemic. The after school programs will operate throughout the calendar year ending September 30, 2024. The hours of operation are between 2:30pm and 4:30pm, Monday through Friday for 26 consecutive weeks.

HCS's will offer after-school tutorial services at all 42 campuses within the district. Each campus, 25 elementary school, 11 middle schools, and 6 high schools will employ up to 10 teachers/tutors who will provide tutoring services (up to two hours per session) three to five times per week. The hourly rate of pay is \$50.00 per hour per teacher/tutor. Each campus will employ one Facilitator (42 total) who will provide administrative assistance (up to two hours per day) five times per week. The hourly rate of pay is \$75.00 per hour per facilitator.

In the event of remote, blended, or virtual instruction, tutorial services for HCS will continue as outlined directly above.

(9130) Teacher/Tutor Salary (010-199) \$2,437,000.00; (200-299) \$488,237.02

(9130) Facilitator Salary (010-199) \$829,820.00; (200-299) \$167,623.64

### 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)

N/A

### 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)

N/A

### 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).

N/A

## 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)	11,964,771.44
<input checked="" type="checkbox"/> Category 2 (Technology & Online Subscriptions)	22,323,180.66
<input checked="" type="checkbox"/> Category 3 (Facility Improvements)	500,000.00
<input checked="" type="checkbox"/> Category 4 (Professional Development)	36,213.00
<input checked="" type="checkbox"/> Category 5 (Curriculum Materials & Assessments)	1,000,000.00
<input type="checkbox"/> Category 6 (Parent & Family Engagement Activities)	0.00
<input checked="" type="checkbox"/> Category 7 (Other) Health Services items	927,120.18
<input checked="" type="checkbox"/> Category 8 (Other) SPUR/Educational Services	4,533,940.62
<input checked="" type="checkbox"/> Category 9 (Other) Transportation	1,000,080.93
<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 checked="" type="checkbox"/> Indirect Costs (maximum amount is the unrestricted rate)	4,733,278.24
<b>Total Cost:</b>	<b>47,018,585.07</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

APR ESSER funds will be used to hire personnel for the 2021, 2022, and 2023 through 9/30/2024 school years to improve students academically. See attached Job descriptions.

(1100) (010-199) Salaries \$6,057,088; (200-299) Benefits \$1,805,963.46; - (2.5 FTE ) 5 Retired virtual teachers to meet the needs of the students academically that are not able to attend in person. (12.5 FTE) 25 HVA SPED (part-time) Teachers will provide instructions for students with IEP's. (4 FTE) 4 General Elementary teachers to meet the needs of the students academically. (3 FTE) 3 General Secondary teachers to meet the needs of the students academically. (9 FTE) 9 Reading coaches to meet the needs of the students academically. (3 FTE) 3 ESOL Teachers and (2.5 FTE) 5 part-time support personnel will provide instruction and reduce student case loads. The reduction of case loads will address learning loss and assist students with language acquisition.

(1100) (010-199) Salaries \$200,000.00; (200-299) Benefits \$15,540.00; Certified and Classified Substitutes for COVID Leave

(2140) (010-199) Salaries \$1,043,826.00; (200-299) Benefits \$326,052.85; -(12 FTE) 12 Nurses

(2150) (010-199)Salaries \$171,366.00; (200-299) Benefits \$63,415.93; -(3 FTE) 3 Social Worker

(2210) (010-199)Salaries \$374,502.00; (200-299) Benefits \$133,249.37; -(2 FTE) 2 Curriculum Specialist

(2310) (010-199) Salaries \$1,280,415.00; (200-299) Benefits \$402,643.83; - Elementary (2 FTE) 2 Assistance Principals and Secondary (3 FTE) 3 Assistance Principals - Virtual School to meet the needs of the students that are not able to attend in person.

(3100) (010-199) Salaries \$75,000.00; (200-299) Benefits \$15,709; - Security

Total \$11,964,771.44

### 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

APR ESSER funds will be used to purchase computers, and online subscriptions and other technology items for 2021 & 2022 through 9/30/2024 school years to improve students academically.

Total Cost (1100) (400-499) Technology & Online subscriptions \$22,323,180.66

### 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

APR ESSER funds will be used to purchase facility items and to provide services for those schools that need items replaced or repaired for 2021 & 2022 through 9/30/2024 School years.

Total Cost (1100) (400-499) Facility Improvements \$500,000.00

The maintenance department will provide the best method for air quality improvement in HCS Elementary and Secondary schools where ultra Violet filters/lamps are needed to combat Covid19 • The maintenance department will research options for each type of HVAC system needed for each building • The maintenance department will source appropriate materials suitable for HCS installation and servicing.

#### 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 professional development activities for the HCS district employees. The PD provided to administrators, teachers, and support personnel will help to effectively train and equip HCS employees with the tools necessary to boost student achievement and promote social/emotional growth. Huntsville City Schools will provide high quality professional development training for faculty and staff to expand knowledge and skills for the purpose of increasing student achievement. The high-quality professional development training sessions will support closing the achievement gap that is associated with the learning loss incurred during the onset of COVID-19 Pandemic. The PLCs will address and mitigate health risks associated with COVID-19. Purpose: Utilize the Professional Learning Community (PLC) across the district to equip HCS employees with strategies and techniques to better serve our student population through collaboration within the Professional Learning Academies (PLA). The PLAs within each school will be driven by student data which will support student success. The utilization of essential questioning will drive the who, what, when, where and why of instructional planning and implementation. Certified planning and implementation will involve: Monthly Principal Training and Turnaround Requirements; Assigning of Leadership Roles and Responsibilities; Modeling (Four Essential Questions); Ongoing Monitoring; Review and Revise Plan; Performance Evaluation. Classified planning and implementation will involve: Leadership Roles and Responsibility; Job related training; Essential Question; Ongoing Monitoring; Review and Training. The professional development timeline will be August 2021, November 2021, and April 2022. Each Certified personnel will receive \$1,000 per phase once completed with 3 phases being offered, up to \$3,000. Each classified personnel will receive \$500.00 per phase once complete with 2 phases being offered, up to \$1,000. Time and effort documentation will demonstrate the amount of time worked on grant activity. Certified personnel will complete modules within PowerSchool and attend PD opportunities with school administrators. Classified personnel will complete modules within HCS SafeSchools platform. Upon completion of modules and pd, documentation of their efforts will be recorded within a Google document distributed by the district.

(2215) Classified (010 - 199) Salary/Stipends \$30,000.00; (200-299) Benefits \$6,213.00

#### 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

APR ESSER funds will be used to purchase materials and supplies to increase student achievement such as assessments, instructional materials and general instructional items for 2021 & 2022 through 9/30/2024 school years to improve students academically.

Total Cost (1100) (400-499) Curriculum Materials & Assessments) \$1,000,000.00

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

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

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

Example:

ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.  
Total Cost: \$4,500.00 | 2190 - [400-499] (Supplies and Materials) \$4,500.00

N/A

### 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)

APR ESSER funds will be used to purchase health services supplies for the safety of our students and the HCS Staff for 2021 & 2022 through 9/30/2024 school years.

Total Cost (2140) (400-499) \$927,120.18 Personal Protective Equipment such as masks, gloves, sanitizer and cleaning supplies and equipment, HVAC filters and sanitizing agents, desk shields, thermometers, nurse area screens, etc..., for three years.

### 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)

APR ESSER funds will be used to hire personnel and part-time personnel such as classroom aides and paraprofessionals (approx 48), counselors (approx 5), mental health services (approx 23) through other Personnel agencies for the 2021 & 2022 through 9/30/2024 school years to improve students academically. See attached Job descriptions.

(1100) Instructional (300-399) Purchased Services \$2,400,000.00

(2120) Health (300-399) Purchased Services \$2,088,940.62

(3100) Security(300-399) Purchased Services \$45,000.00

Total \$4,533,940.62

### 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)

APR ESSER funds will be used to contract transportation services for the students in our District. These services will provide students with safe passage to and from home to school. These services will allow students to participate in HCS Summer Learning Programs offered by the District to offset the current learning lost experienced by students due to the COVID 19 Pandemic.

to schools and their designated areas within the HCS district for summer programs over the next three summers for addressing learning loss.

(4120) Transportation (300-399) Services Provided \$1,000,080.93

The timeline will cover: June-July 2021, June-July 2022, June-July 2023, and June-July 2023.

### 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.

\*

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.

Huntsville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep  
 Approved  
 Thursday, December 16, 2021 7:18 PM  
 Related Documents

\* = Required

Related Documents		
	Type	Document
 	Job Descriptions for ALL Federally Paid Personnel (attach as 1 document)	<a href="#"><u>JOB DESCRIPTIONS (HUNTSVILLE CITY SCHOOLS)</u></a>
 	"Other" Intervention Evidence-based Documentation	
 	Supporting Documentation #1	<a href="#"><u>HCS ESSER PLAN Documentation #1</u></a>
 	Supporting Documentation #2	<a href="#"><u>HCS ESSER PLAN Documentation #2</u></a>

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

- 1. Allocations** Needs ALSDE Review ▼
  1. Review the ARP ESSER allocation for the LEA.
- 2. Assurances** Needs ALSDE Review ▼
  1. Did the LEA Superintendent check the box on the LEA Superintendent Assurance Confirmation Page?
- 3. Cover Page & Required Narratives** Needs ALSDE Review ▼
  1. Did the LEA include the name of the Superintendent of Schools?
  2. Did the LEA include the contact information for the ARP Point of Contact?
  3. Did the LEA answer all the required narratives?
- 4. Budget Grid** Needs ALSDE Review ▼
  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** Needs ALSDE Review ▼
  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** Needs ALSDE Review ▼
  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** Needs ALSDE Review ▼
  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** Needs ALSDE Review ▼
  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**

Needs ALSDE Review ▼

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

	Salaries (010 - 199)	Employee Benefits (200 - 299)	Purchased Services (300 - 399)	Materials + Supplies (400 - 499)	Capital Outlay (500 - 599)	Other Objects (600 - 899)	Indirect Costs (910)	Fund Transfers (920 - 929)	Other Fund Uses (931 - 999)	Total
Instruction (1100)	0.00	0.00	2,631,900.00	423,822.00	0.00	0.00		0.00	0.00	3,055,722.00
Attendance Services (2110)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Guidance and Counseling Services (2120)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Testing Services (2130)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Health Services (2140)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Social Services (2150)	0.00	0.00	0.00	0.00		0.00		0.00	0.00	0.00
Work Study Services (2160)										0.00
Psychological Services (2170)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Speech Pathology and Audiology Services (2180)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Student Support Services (2190)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Improvement and Curriculum Development	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Instructional Staff Development Services (2215)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Educational Media Services (2220)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Other Instructional Staff Services (2290)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
School Administrative (2300-2399)	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
	<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	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00

(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	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	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	0.00	Adult Education (9110)
Community Education (9120)																				Community Education (9120)
Extended Day/Dependent Care (9130)	984,000.00	198,768.00	0.00	2,724.00	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	1,185,492.00	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	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	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	0.00	Community Services (9300-9399)
<b>Total</b>	<b>984,000.00</b>	<b>198,768.00</b>	<b>2,631,900.00</b>	<b>426,546.00</b>	<b>0.00</b>	<b>4,241,214.00</b>	<b>Total</b>													
																			<b>Adjusted Allocation</b>	<b>4,241,214.00</b>
																			<b>Remaining</b>	<b>0.00</b>

### **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.

\* In conjunction with the Alabama State Department of Education's Road to Recovery Plan, Huntsville City Schools (HCS) has developed a comprehensive Academic Support Plan to address learning gaps that may exist due to COVID-19. ALSDE guidance has been shared with school districts to develop a plan that will meet the academic and social and emotional needs of all students. Due to COVID-19 unfinished learning was experienced extensively throughout the district particularly by race, ethnicity, color, disability, creed, national origin, sex, immigrant or migrant status, non-English speaking ability, homeless status, children from low-income families, and youth in foster care. Unfinished learning supports require actions steps to address the following areas: remediation, special education, transition strategies for students moving between grade levels and into postsecondary, parent and family engagement, student wellness/well-being, and career and technical education. This plan addresses steps that will be taken at each level (elementary, middle, and high) and for each group of learners mentioned above, including resources needed and progress monitoring tools and frequency.

To assist students in gaining skills and address learning gaps, HCS will utilize high-quality materials to ensure that all instruction is delivered using scientifically research and evidence based instructional materials and strategies. The school district will use the ALSDE vetted list of high-quality instructional materials or complete an ALSDE rubric to ensure comparability is evident.

The use of high-quality professional development will ensure rich content that is specifically chosen to deepen and broaden the knowledge and skills of teachers, principals, administrators, paraprofessionals, and other key education staff. The enhanced knowledge will help to facilitate individual, school-wide and district wide improvements for the purpose of increasing student achievement. The school district will use the ALSDE vetted list of high-quality professional development or complete an ALSDE rubric to ensure the professional development meets the established criteria.

HCS developed an Academic Support Plan (ASP) to address the *ALSDE Road to Recovery Plan*. The ASP is designed around the 3 Pillars: high quality instructional materials, high-quality professional development, and unfinished learning supports, results of the *ALSDE Road to Recovery Plan* needs assessment, district and school data, and input from the Teacher Advisory Committee consisting of classroom teachers, school administrators, and district leadership to develop strategies to address impacts and challenges associated with COVID-19. The following information will provide stakeholders knowledge of how HCS will address student achievement over the next three years to assist in addressing learning loss due to COVID-19.

- Building administrators will provide time for grade level and departments to collaborate, plan, and develop academic goals and objectives
- Teachers and building administrators will continue to receive resources and training opportunities to address learning loss, enhance instructional delivery, increase student engagement, and provide tailored instruction
- Teachers and administrators will identify state and district approved instructional resources to address the Alabama Department of Education grade and subject level standards
- By the end of the first month of school, teachers will have administered district assessments for K-12 students. Baseline information will be collected and reviewed so that teachers can monitor and adjust as needed for each student
- HCS Academic Support Plan's additional instructional support and resources will be implemented and monitored
- Teachers will periodically utilize formative assessment practices to gauge the impact of their teaching by eliciting evidence of student learning, providing feedback, and adjusting their teaching
- HCS Academic Support Plan's additional instructional support and resources will be implemented and monitored

- At the end of the year, students should be administered an on-grade summative assessment which may include state and district assessments to evaluate overall achievement on the state standards
- The HCS Student Services and Counseling Departments will provide social emotional learning resources for students to ensure increased access to SEL content and experiences

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).

\* Huntsville City Schools used various data sources to identify students most in need of the program. First, HCS realized that all students needed some assistance in our recovery plan. Second, our plan focused on students who needed additional academic support based on standardized test scores, school performance enhancement or has one or more early warning indicator.

We used the following action plan to evaluate the impact of the program:

- Data Review and Needs Assessment
- Identify students
- Screen and select faculty and staff
- Send invitation letters to students
- Orientation and PD for faculty
- Orientation for Parents and Students
- Start Program
- Weekly Monitoring of Program
- Weekly Student Updates and Progress Monitoring
- Post Test
- Program Summary

We will continue to improve and implement the plan in the coming school year.

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.

\* HCS monitored students attendance closely in person, remotely and virtually. Each school was required to monitor student attendance using the follow methods: paper documentation, phone calls, facetime, and zoom. Parents and student conferences were conducted to inform the parents of attendance, student progress and to offer support. For each student who did not participate in remote learning, schools were required to submit a list of names to the Department of Student Welfare and the Department of Counseling. These Departments then contact the parents to discuss the student absences.

HCS provided several platforms and digital tools to delivery instruction for remote access to address the closures that occurred during the COVID 19 pandemic. Education Television (ETV) recorded teacher lead lessons that were captioned by REV 1 and aired. Class Dojo, Google Classroom, and Canvas were the platforms students utilized to access the recorded video lessons. To provide a more consistent instructional support and access, Schoology became the primary platform for all virtual learners.

Budget Amount & Details for Interventions		Amount
<input checked="" type="checkbox"/>	Intervention A (Summer Learning & Summer Enrichment Programs)	592,746.00
<input checked="" type="checkbox"/>	Intervention B (Comprehensive After-School Programs)	592,746.00
<input checked="" type="checkbox"/>	Intervention C (Other) Virtual Learning - Secondary	3,055,722.00
<b>Total Cost:</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

HCS Students in grades 6-8 will attend a Summer Learning Academy that focuses on Reading and Mathematics. Students in grades 9-11 will attend a Summer Learning Academy that focuses on Reading and Mathematics with a College and Career emphasis. The camps will run consecutively for 4 weeks during June-July for 2021-2024. In conjunction with the Elementary Summer Learning Academy, transportation will be provided as outlined in Intervention A of ARP ESSER.

Up to 8 teachers per school eleven (11) – Middle Schools and six (6) – High Schools) will be screened and selected based on content areas and expertise in providing successful intervention to students.

Based on the approved screener, preference will be given to students whose proficiency rates fall in the bottom 20 percentile. Various intervention techniques/assessments will be used to identify strengths, weaknesses, and to measure growth.

(9130) Code: (010-199) Salary \$ 492,000.00 (200-299) Benefits \$99,384.00; (400-499) Materials \$1,362.00

### Intervention B (Comprehensive After-School Programs)

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

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

HCS Students in grades 6-8 will attend a Summer Learning Academy that focuses on Reading and Mathematics. Students in grades 9-11 will attend a Summer Learning Academy that focuses on Reading and Math with a College and Career emphasis. The camps will run consecutively for 4 weeks during June-July for 2021-2024. In conjunction with the Elementary Summer Learning Academy, transportation will be provided as outlined in Intervention A of ARP ESSER.

Up to 8 teachers per school eleven (11) – Middle Schools and six (6) – High Schools) will be screened and selected based on content areas and expertise in providing successful intervention to students.

Based on the approved screener, preference will be given to students whose proficiency rates fall in the bottom 20 percentile. Various Intervention techniques/assessments will be used to identify strengths, weaknesses, and to measure growth.

(9130) Code: (010-199) Salary \$ 492,000.00 (200-299) Benefits \$99,384.00; (400-499) Materials \$1,362.00

### Intervention C (Other)

Provide the following information for Intervention C (Other):

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

NOTE: If an LEA chooses to use the "Other" intervention option, the LEA must attach documentation in the Related Documents

section that shows that the Intervention is evidence-based (Tier I | Tier II | Tier III | Tier IV).

HCS will utilize the ARP ESSER funds to support virtual learning for secondary students. Teachers will be utilized to provide instruction and support for students who are virtual (regular education setting and at Apollo). The Secondary HVA Teachers will provide support to virtual students in the following manner: tutoring, instruction, office hours, one-on-one learning supports and provide communication to parents. Edgenuity will be used to provide additional content and curriculum support.

(1100) Code: (300-399) Purchased Services \$ 2,631,900.00; (400-499) Materials \$423,822.000

#### **SYSTEM PLAN ITEMS RELATED BY FISCAL RESOURCE**

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

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

Huntsville City American Rescue Plan (ARP) ESSER 2021 Revision: 0 Status: School System Superintendent/Authorized Rep  
Approved  
Thursday, December 16, 2021 7:19 PM  
Related Documents

\* = Required

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

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

- 1. Allocations** Needs ALSDE Review ▼
  - 1. Review the ARP ESSER State Reserve allocation for the LEA.
- 2. Required Narratives** Needs ALSDE Review ▼
  - 1. Did the LEA answer all the required narratives?
- 3. Budget Grid** Needs ALSDE Review ▼
  - 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** Needs ALSDE Review ▼
  - 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** Needs ALSDE Review ▼
  - 1. Did the LEA upload all required documentation including job descriptions for federally paid personnel?