

Daleville City Schools

ARP ESSER 3 Plan FY22

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?

Our school system is requiring masks and social distancing our students. Teachers are traveling from class to class instead of having students change classes in K-6th grades. In order to better spread out our students while eating we are adding additional tables to our lunchrooms and adding outdoor seating for open air instruction use or for eating during meal times on all campuses. At the middle school an outdoor classroom will be built in addition to the outdoor dining area. Currently, we do not have a kitchen on our elementary school campus. Food has to be cooked, boxed, and transported to that campus. Then it is unpacked and distributed. In order to reduce the chances of contamination in multiple locations and to improve our ability to control the temperature of the elementary students' food, we are going to build a kitchen onto the dining area. We are contracting an additional custodial services supervisor for 18 months to help ensure we are cleaning/sanitizing our campuses thoroughly and frequently. We have also set aside money to pay subs for teachers at all 3 schools who are absent due to COVID so that we can keep the doors open and the students properly supervised. In order to remove unhealthy allergens and soft surfaces which hold the virus and are more difficult to sanitize, we are replacing flooring at all 3 schools. Most of the middle school campus flooring was replaced recently during a remodel, but there were some areas that still need attention. In an effort to keep our students hydrated in a safe manner, we are replacing unusable water fountains with refillable water stations on all 3 campuses. In order to better spread our students out on bus routes we are setting aside money to assist in purchasing 2 new buses. (Fleet renewal funds will supplement this purchase.) To assist with student safety on another bus, a camera system will be purchased so that close contacts can be easily identified if needed. In order to reduce the chances of the virus spreading in our football locker room, old wooden lockers will be torn out and replaced with new coated surface lockers that allow team members to have their own space to store sweaty/spit covered items. Additional weight equipment will also be purchased to spread students out during weight training classes/practices. For special needs students who need assistance transitioning from their wheelchairs to the toilet, we are acquiring an electric transfer lift so that an adult does not have to be in close contact to lift and transfer students. Additionally, there is much less chance of injury to the adult or the student using a secure lift belt. Also for our students with special needs, we are moving our sensory area from the small closet space in which it is currently housed into a larger room so that students can more easily adhere to proper social distancing guidelines. We are also adding additional sensory materials so that the items can be sanitized and have time to dry in between uses by multiple students. Currently, our items are so limited that the sensory area is not functional for some time after being used by one student. This current and the new enlarged sensory area allow students with behavioral needs to remove themselves from the classroom when they are becoming overwhelmed/over-stimulated before they have an emotional breakdown. Then, they can quickly return to the classroom to rejoin learning with only minimal lost instruction time. Without access to this area/room, students often have emotional outbursts which prohibit their learning and the learning of the entire class. Research shows that it takes over an hour for students who reach this heightened state to recover enough for new learning to take place. For this reason, 15-20 minutes of sensory room access is essential to the learning of these students and their classmates. Additional classroom furniture will be purchased so that we can spread students out. We currently have a lot of 2-

person desk/tables that do not allow students to sit 3+ feet apart. We have hired additional teacher units so that fewer students are in each class, but we need to buy furniture for these teachers to use in the previously unfurnished classrooms.

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?

Our system will ensure the evidence-based interventions will address the academic impact of lost instructional time of students by providing all students with necessary academic, social, emotional, behavioral, and mental supports. We will provide intensive programs and services during the school day, after school, and in the summer to all students especially those who show the most loss. We will monitor these students' progress regularly at MTSS meetings and intervene as needed. Some of the evidence-based programs we will use include:

SPIRE Reading Intervention paper-based program which will be used with our K-4 students who are more than two grade levels behind in reading. (Purchased with state allocation)

Sonday Phonics digital program and paper-based materials will be used with our K-2 students who are not progressing in SPIRE. (purchased with state allocation)

1100 (333) \$10,000 The Imagine Learning program is an evidenced-based language program that will help our ML students by promoting rigorous and equitable development of language that accelerates learning across all subjects, transforming our ML students into stronger and more confident learners. An additional year of these licenses will be purchased for the 22-23 school year.

1100 (333) \$46,000 (0010/0025) Edgenuity Courseware will be purchased for use with our middle and high school students for credit recovery so that they can focus on the standards they have not mastered. Edgenuity PathBlazer will be used with our middle and high school students to build individual pathways for independent remediation. Both of these programs can be accessed from any computer. This will purchase licenses for a portion of the 21-22 and all of the 22-23 school year including summer school learning.

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.

Students who are more than two years behind academically, will be the focus of reading and math interventions regardless of race or gender. If we cannot provide enough tutoring spots for all students in need, priority will be given to low income students and ML students. We will ensure that all students' progress is monitored during the year through Multi-Tier Student Support (MTSS) Team meetings and provide interventions to at-risk students as we pay special attention to possible barriers that might impede their learning. iReady Diagnostic Assessments will be used 3 times per year to monitor student progress. Teachers will use a variety of formative assessments throughout the year on a weekly basis to report

student progress to the MTSS Team between diagnostic assessment periods. Branching Minds will be used to monitor the implementation of the team suggested instructional strategies and prescription program use. All faculty who have a vested interest in that student will be able to record data and parent contact notes in a central location where all can view. Progress with-in iReady and PathBlazer programs will also be used assess student progress.

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 system has purchased Branching Minds to assist our elementary and middles schools in assessing which programs are being used to fidelity by our faculty, students, and staff and to identify which of these programs are helping students progress the most. The program will help us analyze data by grade level, gender, race and ethnicity, and by specific classroom. This will help us determine if specific programs are more successful with certain groups or when implemented by specific teachers. Any programs or professional development and teaching strategies that are not proving successful will be pruned from our tools. Programs or instructional strategies that are proving to have a strong impact on student progress will be continued and pushed harder if appropriate. The staff of the Daleville City Schools will inform families of student progress. Parents will be important members of S-RIP teams, 504 teams, IELP teams, IEP teams, and of their students' everyday classroom instruction. We have built in parent teacher conference times into our yearly calendar and our elementary and middle schools make use of student led conferences so that students can own their own data and share it with their families. Our community and families are also kept informed/engaged through Remind, newsletters, emails, phone calls, face-to-face meetings, virtual conferences, surveys, and Title meetings. We will make every effort to reach our students' families and keep them informed of their children's educational progress.

The superintendent, CSFO, Special Education/EL Coordinator, and Federal Programs Coordinator reviewed the needs submitted by the advisory committee to prioritize what items would be funded with the ARP ESSER 3 funding. Once the budget is approved, the information will be shared with school admin and program coordinators who will be responsible for ordering the equipment, materials and services and hiring the personnel included in the budget. All requisitions will go through the Federal Programs Coordinator AND the CSFO in order to be sure the funds are being used as appropriated. When equipment and non-consumable materials arrive, they will be tagged and distributed following our system policy and procedures and will be included in all end of the year inventory checks until they reach their end-of-life. Then, the person in-charge of checking the inventory for that location will complete an end-of-life disposition form and submit it to the building administrator where it will be forwarded to the federal programs coordinator who will secure the superintendent's signature on the disposition form. Inner system audit checks will be done periodically, and state auditor checks on the materials may be done at any time throughout the school year for additional accountability purposes.

Once the ARP ESSER 3 budget is approved, an outline of the plan will be placed on the district website so that the public has access to how these funds are being used within our district.

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

The staff of the Daleville City Schools will engage our community and families by communicating with them in various ways – Remind, newsletters, email, phone calls, face-to-face meetings, virtual meetings, surveys, and Title I meetings. We will make every effort to gain their input and to involve them in decisions regarding our children's education. We will provide resources to them as needed and requested. Parent resources are posted on our websites to help with homework and to help parents better understand

how to help their students with schoolwork at home. Parents are invited in for SRIP meetings, IELP meetings, IEP meetings, parent-teacher conferences, PTA meetings, and The Leader in Me activities in person when appropriate and through virtual platforms when it is not.

20% of these funds (\$826,091.40) must be set aside for Interventions.

Intervention A (Summer Learning & Summer Enrichment Programs)

Intervention A (Summer School) Total cost: \$78,296.85

These ARP ESSER funds will be used to host the middle and high school summer school programs. They run for 2 sessions of up to 4 weeks each. There, we will use Edgenuity Courseware to provide instruction for students in the standards they failed to master during the school year. Two teachers (1 per school/2 FTEs) will oversee the classes for these students. In-person instruction will be provided by a math teacher on each campus (2 FTEs) for students who failed portions of their math courses during the school year. Additionally, we will utilize our online subscription to Edgenuity MyPath for all of our students to use for the duration of the summer program, and Curriculum and Associates iReady for DMS Students (mostly 5th and 6th grades) to use for remediation as needed during the summer, and other specialized software to assist our participating EL students with their language and vocabulary development.

DMS/DHS Summer School 2023

9130 - [199] Teacher salaries for 1 summer (4 FTEs) **\$23,565.00**

9130 - [200-299] Teacher Benefits for 1 summer (4 FTEs) **\$4731.85**

9130 - [333] (Software for 1 full year and part of another year for DMS 0025/DHS 0010 for credit recovery/summer school) **\$46,000** Edgenuity Courseware Program

9130 - [333] (Systemwide software limited licensure for 2 years) **\$4,000** n2y LLC software licenses for at-risk students on both campuses.

Intervention C (Comprehensive After-School Programs)

Intervention C Total cost: \$417,318.80

This ARP ESSER 3 money will be used to provide afterschool tutoring at each campus 4 hours per week for 40 weeks of the 22-23 school year. It will purchase additional software licenses for afterschool tutoring during the 21-22 school year, as well. Other sources of funding are also being used to provide tutoring for the 21-22 school year including the ARP ESSER 3 state allocation and ESSER 2 funds. At Windham and DMS, this money will be used to hire an additional tutor at each school. Tutoring will be provided by 8 different teachers in 22-23 school year for math and reading at each school (12 FTEs). At WES and DMS, tutoring is provided for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st) according to their iReady diagnostic assessments and Branching Minds data. For 7th-12th grades, tutoring is provided for any student failing a

class, and/or any student who is performing 2 or more grade levels behind in reading or math according to the iReady assessment data and Branching Minds data. Reading instruction at WES and DMS is usually provided through a combination of LETRS and ARI instructional strategies and the use of iReady teacher Toolbox lessons, SPIRE materials, or other free access materials suggested by the Branching Minds intervention strategies platform. Math instruction is usually provided through the use of iReady teacher Toolbox lessons or specific standards-based curriculum materials for that grade level, or other free access materials suggested by the Branching Minds intervention strategies platform. At WES and DMS, The Branching Minds program is used to facilitate the MTSS process. It helps organize interventions and develop individualized programs for students at risk of failing or referral to special education programs. It suggests applicable intervention strategies and lessons based on the students' needs from free digital resources or the resources we have purchased and linked to the Branching Minds platform. This program allows teachers to enter performance data, parent communications, or general notes in one central location so the entire team can see them. It is a central location to record what strategies the team suggests for implementation, who is responsible for that implementation, and the outcome or progress made during the use of those strategies. It also automatically pulls in activities done on digital education platforms such as iReady and Edgenuity. Making this data more easily accessed in MTSS meetings so the team can get a better picture of the complete approach for each student and the effect it is having.

At DHS, tutoring is usually provided by teachers and supplemented by high school honor students. Four teachers will be providing afterschool tutoring 4 days a week this year (**6 FTEs**). The teachers will provide direct instruction in a small group and the students will act as one-on-one tutors for homework help or concept reviews. The teachers will be available to support those students as needed through further instruction or clarification. Student materials are mainly from the programs and curriculum from daily school instruction and are not purchased additionally. Edgenuity is sometimes used but purchased from other ESSER funds. This tutoring will incorporate ACT and WorkKeys specific tutoring as needed.

Each campus will need 2 sets of Chromebooks and 2 Chromecarts to use in tutoring and summer school/Summer Lit Camp to implement the use of the remedial instruction software programs being purchased in order to implement the programs to fidelity and provide remedial instruction to recoup learning loss.

Transportation must be provided for our students who stay for tutoring on all 3 campuses as most of our students are bus riders and have no other way to get home from afterschool program instruction. The low-income and EL students who are most in need of tutoring largely comprise the at-risk student groups in need of afterschool remediation.

9130 - [199] (WES Teacher Salaries for 22-23) (**6 FTEs**) **\$33,600**

9130 - [200-299] (WES Teacher Benefits for 22-23) **\$6,750**

9130 - [199] (DMS Teacher Salaries for 22-23) (**6 FTEs**) **\$33,184**

9130 - [200-299] (DMS Teacher Benefits for 22-23) **\$6,666**

9130 - [199] (DHS Teacher Salaries for 22-23) (**6 FTEs**) **\$33,600**

9130 - [200-299] (DHS Teacher Benefits for 22-23) **\$6,750**

9130 - [333] [software for 2 years (FY22 and FY23) at DMS 0025] **\$65,000** Curriculum and Associates/iReady Assessment Program for Reading and Math, intervention software for R/M, and Teacher Toolbox Access to teacher R/dg/Math materials for intervention lessons

9130 - [333] (software for FY22 at WES 0010) **\$32,500** Curriculum and Associates/iReady Assessment Program for Reading and Math, intervention software for R/M, and Teacher ToolBox Access to teacher R/M materials for intervention lessons

9130 - [333] (software for 2 years at DMS 0025 and 0015 WES) **\$26,000** Branching Minds Software License

9130 - [495] **\$167,268.80** (\$55,756.27 DMS; \$55,756.27 DHS; \$55,756.26 WES) Each campus will need a set of Chromebooks and a Chromecart to use in tutoring and summer school/Summer Lit Camp to implement the use of the remedial instruction software programs being purchased in order to implement the programs to fidelity.

9130 - [391] **\$3500** Transportation mileage

9130 - [399] **\$2500** (Bus driver salaries or purchased services for tutoring routes)

Intervention E (Other Interventions)

Intervention E Total cost: \$330,475.75

Additional funding (in addition to the state allocation for K-3) will also be needed to host our K-3 Summer Literacy Programs for the next 3 summers. Last year, we invited over 100 K-4 students to participate. The 4th graders were added as they are the only grade level at the elementary school who were not being served. Parents called asking that their 4th grade students be permitted to participate. We anticipate adding 4th graders to this program over the next 3 summers as well. Additional teacher, counselor, and para units will be needed to cover these 4th graders and the large number of K-3 students we serve in our district as well. **(9 total FTEs for K-3 Summer Lit Prog)**

Also, our system now has around 100 English Language Learners and only 1 system-wide EL teacher (.37 FTE). In order to meet the unique learning needs and recoup the language acquisition that was lost during COVID shutdowns, we are providing an additional para-educator for DMS/DHS and one for WES to help provide additional support to our EL students during independent work times in order to recoup skills left unlearned during virtual learning periods.

For tutoring, summer school and small group intervention lessons built into the school day during non-math and non-reading instruction times, funds will be used to purchase workbooks and other remediation-specific materials for after-school tutoring groups--such as Savvas/EnVision math Workbooks for K-8, composition notebooks for use with writing practice for 2 years --ie Math and Science journals and binders for student data folders so students can take ownership of their own learning growth goals and data K-8, and math manipulatives for k-6 for remediation lessons.

Additional Summer School/Lit Camp for 4th grade:

9130 - [200-299] (Teacher/Counselor salaries for 3 summers) **\$70,000.00**

9130 - [200-299] (Teacher/Counselor benefits for 3 summers) **\$14,056.00**

9130 - [199] (1 Para's Salaries for 3 summers – 1 FTE) **\$7,600.00**

9130 - [200-299] (1 Para's Benefits) **\$1,526.08**

Other Remediation Initiatives:

1100- [010-199] **\$101,588** (2 school years - **1 FTE per year**) A math coach/interventionist for WES to review math data and assist WES students with specific identified areas of need in small groups outside of

current math times for remediation based on student performance data from iReady and other formative assessments. (1 FTE/school yr)

1100- [200-299] **\$39,598.88** 2-years benefits for the math coach @ WES

1100- [101] **\$17,000** (EL Para for DHS 0010 and DMS 0025 Salary for the 21/22 school year - **1 FTE per year**)

1100 - [200-299] **\$3,413.60** EL Para for DHS 0010 and DMS 0025 Benefits for 2 years

1100- [101] **\$17,000** (EL Para for WES 0015 Salary for the 21/22 school years - **1 FTE per year**)

1100 - [200-299] **\$3,413.60** EL Para for WES 0015 Benefits for 1 year

1100 - [410] To purchase workbooks and other remediation-specific materials for after-school tutoring groups--such as Savvas/EnVision math Workbooks for K-8 (**\$30,000** --\$20,000 WES 0015; \$10,000-DMS 0025), composition notebooks for use with writing practice remedial groups and tutoring groups for 2 years –e.g. Math and Science journals and binders for student data folders so students can take ownership of their own learning growth goals and data K-8 (**\$10,279.59** -\$5000 WES 0015 and \$5279.50 DMS 0025), and math manipulatives for k-6 for remediation lessons (**\$15,000** - \$10,000 WES 0015 and \$5000 DMS 0025).

Remaining ARP ESSER Fund

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.

Summary:

Category 1 (Personnel) \$242,285.98

Category 2 (Technology & Online Subscriptions) \$58,000.00

Category 3 (Facility Improvements) \$1,699,484.82

Category 4 (Professional Development) \$0.00

Category 5 (Curriculum Materials & Assessments) \$215,279.20

Category 6 (Parent & Family Engagement Activities) \$0.00

Category 7 (Furniture) \$315,867.00

Category 8 (Transportation) \$130,000.00

Category 9 (Health and Safety) \$48,000.00

Indirect Costs \$ 595,448.60

Category 1 - Personnel - Total Cost \$242,285.98

ARP ESSER funds will be used to contract an additional custodial services supervisor for 18 months (21-22 and 22-23 school years) to help ensure we are cleaning/sanitizing our campuses thoroughly and frequently in order to keep our students, faculty, and staff safe. The services will be charged to the system as he will be overseeing custodians on all campuses. The salary contract will be for \$70,000 and no benefits will be paid. This money will also be used to hire some personnel to provide intervention services. A behavior interventionist is being hired for DHS 0010 and DMS 0025 for FY22 (**1 FTE**). In an attempt to keep students in school by reducing out-of-school suspensions, a behavioral teacher will be employed to provide instruction--behavioral and academic, in a small group setting during the school day. A portion of the EL teacher's salary will also be paid from these funds for the 21-22 school year as our EL students were heavily affected by COVID closures and are an area of focus for our student learning loss recovery.

These funds will be used to hire a K Teacher for WES (0015) for the 21/22 school year to reduce the number of K students in each class to increase the amount of attention our K students can receive to build a strong foundation for COVID closures and to maintain manageable caseloads for teachers during those closures. A Split first and second grade teacher will also be hired to remediate first grade students who weren't quite ready for 2nd grade, to push them through the 2nd semester of 1st grade material and into 2nd grade material by Christmas for WES (0015) **1 FTE**.

Custodial Services Maxwell supervisor 3200-347 Salary **\$70,000** for 18 months

1100(012) **\$63,300** (Behavioral Intervention Teacher for DMS 0010 and DMS 0025 Salary for the 21/22 school year - **1 FTE**)

1100(200-299) **\$12,710.64** (Behavioral Intervention Teacher for DMS 0010 and DMS 0025 Benefits for FY22)

1100(011) **\$20,176** (EL Teacher system-wide partial Salary for the 21/22 school year - **.37 FTE per year**)

1100 - [200-299] **\$4051.34** (EL Teacher system-wide partial Benefits for 1 year)

1100- [010-199] **\$30,000** K Teacher for WES 0015 Salary for the 21/22 school year to reduce the number of K students in each class to increase the amount of attention our K students can receive to build a strong foundation for COVID closures and to maintain manageable caseloads for teachers during those closures.

1100 - [200-299] **\$6,024** K Teacher for WES 0015 Benefits)

1100- [010-199] **\$30,000** A Split first and second grade teacher to remediate first grade students who weren't quite ready for 2nd grade. To push them through 2nd semester of 1st grade material and into 2nd grade material by Christmas for WES 0015 Salary for the 21/22 **1 FTE**)

1100 - [200-299] **\$6,024** 1/2 split Teacher for WES 0015 Benefits)

Category 2 - Technology and Online Subscriptions – Total Cost: \$58,000.00

ARP ESSER funds will be used to purchase desktops and MacBooks to replace antiquated devices currently in use by administrators in order to have machines which will run PowerSchool and other larger programs that the current machines were not designed to handle. This will increase administrator's ability to monitor security cameras and use of tech programs and assessment data. MacBooks will be used by administrators, counselors, and teachers in order to work from home or as teachers and counselors move from classroom to classroom for student instruction. MacBooks will also be used to produce the morning news for WES and create iMovies in order to post student projects and other information virtually to keep parents informed/engaged in student progress and informed of student events. All devices will be purchased by 9/31/22. ARP ESSER funds will purchase a subscription to DocuSign for the 21-22 school year to allow parents to sign necessary documents virtually to reduce passing paper materials around and sharing germs. The software license will expire in October of 2022.

The Leader In Me is a program which focuses on Social and Emotional Learning. It helps our students learn to be better people by building others up instead of tearing others down and by encouraging them to find and recognize their own strengths and the strengths of others. This will provide a site license for the 21-22 and 22-23 school years at DMS and WES.

10 Apple MacBook Airs (DMS 3, DHS 3, WES 4)	1100-495	\$14000
3 desktops for office 0010	1100-495	\$4500
3 desktops for office 0015	1100-495	\$4500
3 desktops for office 0025	1100-495	\$4500
7 desktops for CO	1100-495	\$10000
DocuSign License for 21-22 school year	1100-333	\$5000
The Leader In Me	1100-419	\$15,500

Category 3 - Facility Improvements - Total Cost: \$1,699,484.82

ARP ESSER funds will be used to replace unusable water fountains with water bottle filling stations. (4 at DHS including annex buildings, 2 at DMS, and 2 at WES). These funds will also be used to replace flooring which has been in place for years and causes breathing difficulties for students and employees with asthma and allergies (\$350,000 at DHS, \$50,000 at DMS, \$350,000 at WES). A digital sign will be purchased for the DMS Lawn to communicate upcoming events to parents and reduce indoor traffic during COVID. A kitchen will be added to the WES cafeteria so that food does not have to be transported across town from the DHS Cafeteria (the only kitchen in the system). This will help to more easily keep the food at a safe temperature and fresh for consumption. An outdoor classroom will be added to DMS to use for instructional purposes and an extra eating area so that students can gather in larger groups and maintain safe distances during grade-level science experiments or other larger group meetings. For special needs students who need assistance transitioning from their wheelchairs to the toilet, we are acquiring an electric transfer lift so that an adult does not have to be in close contact to lift and transfer students. Additionally, there is much less chance of injury to the adult or the student using a secure lift belt. All services will be completed by June 2024. All materials will be purchased by October of 2022.

We also need to improve our sensory area/room. We need to move our sensory area from the small closet space in which it is currently housed into a larger room (a classroom we have available) so that students can more easily adhere to proper social distancing guidelines. We are also adding additional sensory materials so that the items can be sanitized and have time to dry in between uses by multiple students. Currently, our items are so limited that the sensory area is not functional for some time after being used by one student. The new enlarged sensory area will allow more students with behavioral needs to remove themselves from the classroom when they are becoming overwhelmed/over-stimulated before they have an emotional breakdown. Then, they can quickly return to the classroom to rejoin learning with only minimal lost instruction time. Without access to this area/room, students often have emotional outbursts which prohibit their learning and the learning of the entire class. Research shows that it takes over an hour for students who reach this heightened state to recover enough for new learning to take place. For this reason, 15-20 minutes of sensory room access is essential to the learning of these students and their classmates. After a short break in a sensory room, students can return to class and continue to participate in learning that they would have missed otherwise.

Water Bottle filling stations 0010 (3)	3900-492	\$ 5,625.00
Water Bottle filling stations 0015 (2)	3900-492	\$ 3,750.00
Water Bottle filling stations 0025 (2)	3900-492	\$ 3,750.00
Digital Sign 0025	3400-493	\$ 30,000.00
flooring 0010	3200-515	\$ 350,000.00
flooring 0015	3200-515	\$ 350,000.00
flooring 0025	3200-515	\$ 75,000.00
Kitchen building project 0015	7200-514	\$750,000.00
Outdoor classroom 0025	7200-514	\$ 110,000.00
Wheelchair to toilet transfer lift	3900-499	\$ 2,000.00
Sensory room materials (DHS/DMS 0010/0025)	1100-419	\$19,359.82
Total Cost		\$1,699,484.82

Category 5 - Curriculum & Materials - Total Cost: \$215,279.20

ARP ESSER funds will be used to purchase digital textbooks and hard copy instructional materials (textbooks and Workbooks) to help provide instructional materials in any format needed throughout the next 2 school years in case we need to shut our campuses down due to COVID. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year. The Family and Consumer Science Classroom has not been used in several years. The furniture will be updated with other home furnishings added so our DMS/DHS students with special needs can practice vocational and independent living skills, such as making the bed, doing laundry, cooking simple meals, etc. This will better prepare these students for life after high school. In order to reduce the chances of the virus spreading in our football locker room, old wooden lockers will be torn out and replaced with new coated surface lockers that allow team members to have their own space to store sweaty/spit covered items. Additional weight equipment will also be purchased to spread students out during weight training classes/practices. All funds will be expended by October of 2022. In order to reduce the chances of the virus spreading in our ROTC department additional electronic targets will be purchased so that our students can spread out more and have fewer students touching the same pieces of equipment decreasing the chances of sharing germs and spreading the COVID virus. Money will be used to purchase ACT/WorkKeys test prep materials--Bootcamps and curriculum for the 21/22-22/23 school years.

DHS Textbooks 0010	1100-400s	\$ 30,000.00
DMS Textbooks 0025	1100-400s	\$ 30,000.00
WES Textbooks 0015	1100-400s	\$ 30,000.00
Home/Life Skills Room materials	1100-400s	\$15,000.00
Weight Training Equipment	1100-415	\$ 50,000.00
Lockers for Locker room	1100-498	\$ 30,000.00
Targets for ROTC Rifle Team	1100-415	\$ 25,279.20
ACT/WorkKeys test prep materials and curriculum	1100-410	\$5,000.00

Category 7 - Furniture Purchases - Total Cost: \$315,867

Our school system is requiring masks and social distancing our students. Teachers are traveling from class to class instead of having students change classes in K-6th grades. In order to remove unhealthy allergens and soft surfaces which hold the virus and are more difficult to sanitize, we are replacing classroom furniture and adding additional furniture so that we can spread students out. We currently have a lot of 2-person desk/tables that do not allow students to sit 3 feet apart. We have hired additional teacher units so that fewer students are in each class, but we need to buy furniture for these teachers and these classrooms as they were previously unfurnished. Additional cafeteria furniture will be purchased as that students can better social distance during breakfast and lunch times. Many grade levels are eating in their classrooms, but the ones who are eating in the cafeteria need more room to social distance while eating as masks cannot be worn. The same is true for the libraries. Much of the furniture in all 3 libraries are currently soft surfaces as well as the administrative offices. Vinyl or leather surface furniture will be purchased to replace these soft furnishings and additional library furniture will be purchased so students can social distance. A filing cabinet is needed for the system wide testing closet so that the boardroom door doesn't have to be chained and locked when testing supplies are housed in the closet. A filing cabinet will help us meet the 2 lock criteria more efficiently. All funds will be expended by October of 2022.

Library furniture 0010	2220-699	\$ 15,000.00
Library furniture 0025	2220-699	\$ 150,000.00
Library furniture 0015	2220-699	\$ 1,367.00
Outdoor Dining/classroom furniture 0025	1100-492	\$ 40,000.00
Chairs & file cabinet for CO testing closet	1100-499	\$ 3,000.00
Outdoor classroom furniture 0015	1100-492	\$ 16,500.00
Classroom furniture 0025 (teacher/student)	1100-492	\$ 50,000.00
Classroom furniture 0010 (teacher/Student)	1100-492	\$ 40,000.00

Category 8 - Transportation - Total Cost: \$130,000

The DCS system will purchase 1-2 additional buses. Fleet renewal funds will be added to this funding for these purchases. This will allow our students to spread out on a couple of our buses that have too many riders to practice any social distancing. This will also allow an older bus to rotate off the regular route and be designated for sporting events and field trips when that traveling is allowable. That will make it easier to thoroughly clean the buses between uses and reduce the chances of virus transfer from different groups/teams/communities of students. Many tools in the bus shop/maintenance department need to be

replaced. A previous employee used many of his own personal tools and has recently retired. In order to safely maintain the DCS buses and other vehicles new tools must be purchased.

Transportation tools	4170-341	\$ 50,000.00
1 bus transportation	4120-532	\$ 80,000.00

Category 9 - Health and Safety - Total Cost \$48,000

Many teachers will need to quarantine due to sickness or exposure to others. Many of these teachers will not have sick leave days. This will help us provide substitutes for those days so that classes do not have to be doubled up increasing chances of the virus being shared. The nurses have had to work many hours during the summer and late nights to clean their offices, to watch state health mandate videos and stay up to date on the latest CDC guidelines, and sort/distribute PPE supplies. In order to offset this unpaid overtime, they will receive stipends for this year and next. The lead nurse at WES 0015 will receive \$5000 this year and \$5000 for the 22-23 school year. The nurse for the DHS/DMS campus 0010/0025 will receive \$2000 this year and \$2000 for the 22-23 school year.

COVID Subs 0010	1100-335	\$ 7,000.00
COVID Subs 0015	1100-335	\$ 20,000.00
COVID Subs 0020	1100-335	\$ 7,000.00
Nursing Stipends	2140-192	\$ 14,000.00

Daleville City Schools

ARP ESSER 3 State Reserve Allocation

Intervention A - Summer School - Total cost: \$43,588.00

To provide Course replacement and Credit Recovery opportunities for our middle and high school students during the summer months, we will utilize our online subscription to PathBlazer and iReady for our Middle school students to use for the duration of the summer program. We will use Edgenuity Courseware to provide instruction for students in the standards they failed to master during the school year. Two teachers (1 per school) will oversee the classes for these students. In-person instruction will be provided by a math teacher in addition to the for students who failed portions of their math courses during the school year.

9130 - [199] (Salaries for 1 year) \$16,065.00

9130 - [200-299] (Benefits for 1 year) \$3,225.85

9130 - [300-399] (Partial software licensure fees for 1 year) \$24,297.15 Edgenuity Courseware Program

Intervention B - (After-School Programs) Tutoring - Total Cost \$43,588.00

ARP ESSER 3 money will be used to provide afterschool tutoring at each campus up to 4 hours per week for 40 weeks of one school year. Other sources of funding are also being used to provide tutoring including ESSER 2 and the additional ARP ESSER 3 allocation. At Windham and DMS, this tutoring is usually provided by 3 different teachers (**6 FTEs**)-one for math and one for reading at each school. At WES and DMS, tutoring is provided for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st) according to their iReady diagnostic assessments. For 7th-12th grades, tutoring is provided for any student failing a class, and/or any student who is performing 2 or more grade levels behind in reading or math according to the iReady assessment data. At DHS, any student may attend a student tutoring group whenever they feel like they need extra support on a specific topic or homework help of any kind. Reading instruction at WES and DMS is usually provided through a combination of LETRS and ARI instructional strategies and the use of iReady teacher Toolbox lessons or SPIRE materials. Math instruction is usually provided through the use of iReady teacher Toolbox lessons or specific standards-based curriculum materials for that grade level.

At DHS, tutoring is usually provided by one teacher and supplemented by high school honor students. Two additional teacher will be added this year (**3FTEs**). The teachers will provide direct instruction in a small group and the students will act as one-on-one tutors for homework help or concept reviews. The teachers will be available to support those students as needed through further instruction or clarification. Student materials are from the programs and curriculum from daily school instruction and are not purchased additionally.

9130 - [010-199] (Salaries) \$36,299.13

9130 - [200-299] (Benefits) \$7,288.87

Intervention C - Other Interventions (K-3 Summer Literacy Program) - Total Cost: \$198,729.00

ARP ESSER funds will be used to host a K-3 Summer Literacy Program during the summers of 2022, 2023, and 2024. The K-3 Summer Literacy Program will run for four weeks for five days a week and will focus on reading. We will purchase general supplies such as pencils, notebooks, glue, colored pencils, copy paper, etc. to effectively run the program. We will also purchase ELA materials such as SPIRE workbooks, and Sonday lessons, and manipulatives such as Elkonin Boxes to help improve student achievement. Additionally, we will utilize our online subscription to iReady for all of our students to use for the duration of the summer program and Imagine Learner to assist our participating EL students with their language and vocabulary development. In order for all of our students to make the most progress possible, 2 para-educators will be hired to assist our teachers by working with students with special academic, language, and/or behavioral needs. A nurse will be hired as well to support our students with special health needs (such as diabetes) and to help isolate students who are exhibiting COVID symptoms until they are cleared to rejoin other students. The Nurse may also serve as a para-educator during periods when the health needs are limited. The pandemic has added an additional level of stress to our students--many of which are already at a higher risk for trauma related stress. For this reason, a school counselor will also work with our students--presenting social/emotional well-being activities/lessons 1 day a week. She may also work as a reading teacher on other days if she meets the necessary requirements to do so. Buses will be used to provide transportation for our students. As our school system has a high poverty population, students do not have transportation to school. If we do not provide this, many of the students who most need to participate in the summer Literacy Program will not be able to attend.

9130 - [199] (Teacher/Counselor Salaries for 3 summers - 9 FTEs) \$70,000.00

9130 - [200-299] (Teacher/Counselor benefits for 3 summers - 9 FTEs) \$14,056.00

9130 - [199] (Nurse's Salary for 3 summers- 1 FTE) \$6,650.00

9130 - [200-299] (Nurse's Benefits for 3 summers – 1 FTE) \$1,335.32

9130 - [199] (2 Para's Salaries for 3 summers – 2 FTEs) \$7,600.00

9130 - [200-299] (2 Para's Benefits for 3 summers 2 FTEs) \$1,526.08

9130 - [010-199] (4120 - 3 Bus Driver Salaries for 1 year 3 FTEs) \$6,840.00

9130 - [200-299] (4120 - 3 Bus Driver Benefits for 1 year 3 FTEs) \$1,368.00

9130 - [300-399] (4120 - Mileage for Buses for 1 year) \$6000.00

9130 (400-499) \$25,000 SPIRE is a highly structured Orton-Gillingham based reading program. This evidence-based reading intervention curriculum helps teachers provide explicit instruction in the 5 areas of reading. We use this program daily to provide instruction for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st). This Tier 3 intervention is provided throughout the school year during intervention groups by homeroom and special education teachers as well as reading and math interventionists.

9130 (400-499) \$35,000 iReady is a highly structured Orton-Gillingham based reading program. This evidence-based reading intervention curriculum helps teachers provide explicit instruction in the 5 areas of reading. We use this program daily to provide instruction for students who are performing significantly below grade level (2 grade levels behind in 2nd-6th and 1 grade level behind in K and 1st). This Tier 3 intervention is provided throughout the school year during intervention groups by homeroom and special education teachers as well as reading and math interventionists.

9130 (300-399) \$15,000 The Imagine Learning program is an evidenced-based language program that will help our ML students by promoting rigorous and equitable development of language that accelerates learning across all subjects, transforming our ML students into stronger and more confident learners.

9130 (300-399) \$400 Souday Phonics is an evidence-based early literacy program used by our reading interventionist at Windham Elem. to help reach students that have not shown progress in other intervention programs. The software and teacher resources are used in very small group settings and the instruction is highly individualized to ensure every effort is being made to reach these students who are at-risk of retention. This will purchase the online services for the 21-22 and 22-23 school years.

9130 (400-499) \$7,953.60 Instructional supplies such as pencils, notebooks, glue, colored pencils, copy paper, and manipulatives (such as Elkonin Boxes) that will be needed for daily summer program instruction