



# **DISTRICT: Public Plan**

## *Federal Relief Spending*

*NOTE: If any of your answers to the following questions require additional space, please use the supplemental blank pages at the end of this document.*

# DISTRICT: \_\_\_\_\_



## Public Plan - *Federal Relief Spending*

In response to COVID-19, the US Congress passed several pieces of legislation that sent billions in relief funding to states. Tennessee received \$4.2 billion for K-12 funding to be spent before 2024. This is the district's plan for spending, in compliance with federal law.

### General Information

LEA Name	Arlington Community Schools	Director of Schools	Jeff Mayo
Address	12060 Arlington Trail, Arlington, TN 38002		
Phone #	( 901 ) 389 - 2497		
District Website <i>(where plan is posted):</i>	<a href="http://www.acsk-12.org">www.acsk-12.org</a>		

### Students & Enrollment

Mission & Vision	<b>Mission: Empower and inspire all students toward lifetime learning, career success and good citizenship.</b> <b>Vision: To fully engage and inspire our staff, parents, and community to create an environment where students can achieve their highest potential and become more productive citizens in an ever-changing, challenging world.</b>		
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Grades Served	K-12	# of Schools	4	Total Student Enrollment	4909
Race/	American Indian/Alaska Native	.04%	Asian	2.69%	
	Black/African American	12.49%	Hispanic	7.8%	
	Native Hawaiian/Pacific Islander	.1%	White	72.81%	
	Multiracial	4.07%			
Economically Disadvantaged	4.8%	English learners	7.5%		
Students with Disabilities	11.8%	Foster	.12%		
Students Experiencing Homelessness	.02%	Students in Military Families	5.9%		
Migrant	0%	Students with High-Speed Internet at Home	98.8%		

### Accountability

View the District Report Card:	<a href="https://reportcard.tnedu.gov/districts/793">https://reportcard.tnedu.gov/districts/793</a>
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### Funding

ESSER 1.0 Allocation	\$ 861,928.81	ESSER 2.0 Allocation	\$ 2,935,408.38	ESSER 3.0 Allocation	\$ 6,592,510.24
ELC Allocation	\$ 0	Students Experiencing Homelessness Allocation:	\$ 0		
<b>TOTAL ALLOCATION:</b>					\$10,389,847.43
<b>Possible Infrastructure Allocation (projected as of May 24, 2021 as 80% of ESSER 2.0*):</b>					\$

### Summary of Requirements

	Yes	No
District Applied for TDOE Planning Grant to meet federal requirements (\$125,000 - \$200,000)?	•	
Community Engagement Template submitted and posted on website?	•	
Health and Safety Plan submitted and posted on website?	•	
Needs Assessment submitted and posted on website?	•	
Translations of Health and Safety Plan, Needs Assessment, and Public ESSER Plans posted?	•	
Spending Plan submitted in ePlan and available to public?	•	

How will the district plans to meet the requirement to spend 20% of ESSER 3.0 on direct services to students to address learning loss? *Note: If the district is fully participating in TN ALL Corps, then just write "TN ALL Corps Tutoring Program."*

**As calculated and shown in our ePlan submission, we were able to meet the 20% requirement for Learning Loss Spending. In particular, we will staff interventionists, additional teacher assistants to assist with small groups and differentiation, stipends for teachers to establish before/aftercare school tutoring, instructional materials, and quality professional development that will assist teacher in addressing learning loss and meeting the needs of under-performing subgroups.**

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# Introduction

The federal relief funding is a significant opportunity for school districts in the state to **accelerate student achievement**. Outcomes achieved over these four years can set a policy and investment foundation for years to come. Tennessee is fortunate that public education did not face state budgetary cuts during the pandemic, instead experiencing a significant amount of additional state investment during the same time period. As such, we have a collective responsibility to invest strategically, monitor implementation, and report on quantifiable outcomes transparently.

The department believes that in order to demonstrate strong growth at the state and local levels, it remains important to **invest in a small number of high-impact items**, within a cohesive and aligned strategy. These investments should be rooted in research and best practice as the most critical for long-term student success.

The department’s strategic plan, **Best For All**, outlines the critical and researched areas that must continue to be strengthened if all students are to continue to grow and thrive.<sup>1</sup> The department strongly encourages all LEAs to capitalize on this moment to create generational impact, lasting legacy, and a roadmap for investments that can and should be made in the future.

**BEST FOR ALL**  
We will set all students on a path to success.

**ACADEMICS**  
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

**STUDENT READINESS**  
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

**EDUCATORS**  
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

<sup>1</sup> LEAs have the responsibility to allocate funds within the policies and rules set forth by the U.S. Department of Education.

# Summary

## ACADEMICS

Topic	Amount Spent	Percentage of Total
Tutoring Programs	\$ 604,008.00	5.81%
Summer Programming (Supplement to State Funding)	\$ 75,000.00	.72%
Early Reading (Pre-K – 3rd)	\$ 0	0%
Interventionists	\$ 40,445.00	.38%
Other	\$ 1,065,501.00	10.26%

## STUDENT READINESS

Topic	Amount Spent	Percentage of Total
AP and Dual Credit/ Enrollment Courses	\$ 0	0%
High School Innovation	\$ 0	0%
Academic Advising	\$ 15,000.00	.14%
Special Populations	\$ 54,534.00	.52%
Mental Health	\$ 14,585.00	.14%
Other	\$ 875,011.59	8.42%

## EDUCATORS

Topic	Amount Spent	Percentage of Total
Strategic Teacher Retention	\$ 0	0%
Grow Your Own	\$ 0	0%
Class Size Reduction	\$ 520,286.00	5.0%
Other	\$ 1,032,534.00	9.94%

## FOUNDATIONS

Topic	Amount Spent	Percentage of Total
Technology	\$ 2,058,700.00	19.81%
High-Speed Internet	\$ 184,000.00	1.77%
Academic Space: Facilities*	\$ 3,816,501.24	36.73%
Auditing and Reporting (1% min. recommended)	\$ 0	0%
Other	\$ 33,741.60	.32%



# ACADEMICS



All Tennessee students will have access to a high-quality education by learning to read and reading to learn with high-quality materials. This includes investments in Reading 360 (literacy) and TN ALL Corps (tutoring).

Description of strategic allocations to accelerate **Academic Achievement**, including how allocations support the investments identified in the district’s needs assessment:

As we seek to improve Academic Achievement, we will enhance daily instruction by supporting teachers with hands-on materials and instructional supplies that allow them to plan differentiated lessons and activities. Additionally, high quality professional development will be planned from both the district and school levels, with a focus on addressing sub-groups that are under performing. The justification for allocations towards staffing, materials, and PD support are detailed in our data review of student performance listed in our Needs Assessment, which overall assist staff in planning and executing quality lessons that improve student learning and achievement. Additionally, academic funds will be used to provide professional development to our counselors, as our Needs Assessment identified their need to receive training on supporting students during the transition from virtual/hybrid schedules back to full onsite learning.

## High Dosage, Low Ratio Tutoring

*Definition: Maximum ratios of 1:3 in elementary and 1:4 in high school, with at least 3 sessions per week*

Grade Band	Number of Students	Percent of Students	Frequency per Week	Ratio Provided	Description of Services
Kindergarten		%			
1 <sup>st</sup> Grade	29	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
2 <sup>nd</sup> Grade	20	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
3 <sup>rd</sup> Grade	28	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
4 <sup>th</sup> Grade	29	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
5 <sup>th</sup> Grade	30	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
6 <sup>th</sup> Grade	34	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
7 <sup>th</sup> Grade	32	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
8 <sup>th</sup> Grade	35	10%		1:3	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.
9 <sup>th</sup> Grade	56	10%		1:4	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.

10 <sup>th</sup> Grade	59	10%		1:4	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.	
11 <sup>th</sup> Grade	52	10%		1:4	Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.	
12 <sup>th</sup> Grade		%			Students will participate in hands-on, differentiated small group tutoring sessions focusing on grade/subject level standards.	
					<b>Yes</b>	<b>No</b>
* Participating in TN ALL Corps?						•
* Plan to use free high school tutoring services through TDOE?					•	

## ACADEMICS *(continued)*

### Summer Programming

Brief Description of Summer Programming (*Differentiate between [TN Learning Loss and Student Acceleration Act](#) and additional resources provided by the district*):

Arlington Community Schools offered the Launch 2021 TN Learning Loss Camp for qualified incoming 1st – 5th graders and the Launch 2021 Bridge Camp for incoming 6th – 8th graders. These camps were offered to students based on various data points to help address learning loss and to support academic and intervention in preparing students for the next grade level. The camp featured two strands of learning – a morning strand where direct instruction focused on ELA and Math and an afternoon strand that focused on STREAM and hands-on exploration. A portion of the focus for this camp was on literacy skills throughout all classes and activities daily. Due to the various learning models used during the onset of the COVID-19 pandemic, the school district added additional supports to offer summer programming for incoming 9th-grade students to assist in the transition to high school. In addition, summer school was offered to any 10th- 12th-grade student requiring credit recovery courses to meet graduation requirements.

Grade Band	# of Students Served	% of Total Students Served	Weeks per Summer	Hours per Week	Description of Services
Elementary	132	7.6%	4	28	The Summer Learning & STREAM Camp supported academic needs and remediated student learning loss. The STREAM (Science, Technology, Reading, Engineering, Arts, & Math) "Mission to Mars" activities provided additional access points for student learning/growth.
Middle	58	6%	4	28	The Learning Loss Summer Bridge Camp supported priority student's academic needs and remediated learning loss to accelerate student achievement.
High School	70	3.3%	4	32	HS Summer School was offered as a credit recovery for students in grades 9-12 to keep students on track for graduation.
HS Transition	9	1%	4	28	The HS Transition Camp supported priority student's academic needs and remediated learning loss to accelerate student achievement.

**Yes** | **No**

\* Applied to TDOE for transportation grant?

### Literacy

Link to TN Foundational Literacy Skills Plan: [https://acsk-12.org/UserFiles/Servers/Server\\_95684/File/Academics%20&%C2%A0Athletics/Curriculum/Arlington%20Community%20Approved%20FLSP.pdf](https://acsk-12.org/UserFiles/Servers/Server_95684/File/Academics%20&%C2%A0Athletics/Curriculum/Arlington%20Community%20Approved%20FLSP.pdf)

Grade Band	Spending Amount Planned on...		Description
	Approved Instructional Materials	Professional Development	
Pre-K	\$	\$	
Elementary	\$ 60,000.00	\$ 15,000.00	Funding would be utilized to provide additional resources and continued professional development to support literacy instruction for phonological awareness, phonics, fluency, vocabulary, comprehension, and writing.  As for the purchasing of instructional materials, including literacy, the Elementary School Supervisors (1 for each grade band), who are district level administrators, will decide on what research-based items to purchase to support the program's needs. They will only approve and purchase items that fit within the scope of current standards and skills, and will ensure that all purchases align with the approved vendors and resources shared by the state department. Resources may include letter tile boards, syllabards, decodable books,



			software, read alouds, etc.
Middle	<b>\$60,000.00</b>	<b>\$15,000.00</b>	<p>Funding would be utilized to provide additional literacy resources and continued professional development to support literacy instruction across grade levels.</p> <p>As for the purchasing of instructional materials, including literacy, the Middle School Supervisors (1 for each grade band), who are district level administrators, will decide on what research-based items to purchase to support the program's needs. They will only approve and purchase items that fit within the scope of current standards and skills, and will ensure that all purchases align with the approved vendors and resources shared by the state department.</p> <p>Specific resource support will focus on the state approved ELA text - StudySync</p>
High School	<b>\$60,000.00</b>	<b>\$15,000.00</b>	<p>Funding would be utilized to provide additional literacy resources and continued professional development to support literacy instruction across grade levels. As for the purchasing of instructional materials, including literacy, the High School Supervisors (1 for each grade band), who are district level administrators, will decide on what research-based items to purchase to support the program's needs. They will only approve and purchase items that fit within the scope of current standards and skills, and will ensure that all purchases align with the approved vendors and resources shared by the state department.</p> <p>Specific support will focus on the state approved ELA text – Pearson - MyPerspectives</p>

	Yes	No
* Participating in Reading 360 Summer Teacher PD (elementary)?		•
* Planning to participate in Reading 360 Advanced Literacy PD in Summer 2022 (secondary)?		•
* Participating in Reading 360 PK-12 Literacy Implementation Networks?		•
* Participating in Reading 360 Early Reading Implementation Networks?		•
* Participating in Ready4K with TDOE and the Governor's Early Literacy Foundation?		•
* Using the Reading 360 Foundational Literacy Skills Curriculum Supplement and supports?		•
* Provided families with information on FREE at-home decodables?		•
* Using the free universal screener provided to districts?		•
* Considering use of free TDOE supplemental instructional materials for math (elementary)?		•
* Considering use of free TDOE math professional development, implementation support and networks?		•

## ACADEMICS (continued)

### Other: Academics

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
K-12 Science PD for teachers & approved instructional materials	<b>\$75,000.00</b>  <b>Professional Development (\$15,000.00)</b>  <b>Materials (\$60,000.00)</b>	Students will strengthen and improve logical reasoning, problem-solving skills, increase collaboration with peers, and refine computational thinking.	Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based formative assessments (i.e. homework, quizzes, tests, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP).	These funds will support science professional development as well as purchasing any new or updated state approved instructional materials.

<p>K-12 Social Studies PD for teachers &amp; approved instructional materials</p>	<p><b>\$55,000.00</b></p> <p><b>Professional Development (\$10,000.00)</b></p> <p><b>Instructional Materials (\$45,000.00)</b></p>	<p>Students will strengthen analyzing primary and secondary sources to construct and communicate their conceptual understanding.</p>	<p>Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based formative assessments (i.e. homework, quizzes, tests, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP).</p>	<p>These funds will support social studies professional development as well as purchasing any new or updated state approved instructional materials.</p>
<p>Professional Development for Learning Loss and Learning Acceleration</p>	<p><b>\$20,000.00</b></p>	<p>Quality of instruction will be improved for all students based on teachers receiving this PD.</p>	<p>Students will be highly engaged during classroom instruction due to their interest in the content of the material and how it is being presented.</p>	<p>The District's Professional Development Supervisor will plan and offer PD events that address Learning Loss &amp; Learning Acceleration. These PD sessions will be offered during the summer and will count towards the teacher's mandatory 28 hours of PD per year.</p>
<p>Intense Before/ Afterschool Tutoring (Teacher &amp; Clerical Support Personnel Stipends)</p>	<p><b>\$140,470.00</b></p> <p><b>Teacher Stipends (\$123,750.00)</b></p> <p><b>Clerical Support Stipend (\$6720.00)</b></p>	<p>The intense before/aftercare tutoring will support priority student's academic needs and remediated learning loss to accelerate student achievement.</p> <p>Teacher Stipends to support Summer Learning (2022 &amp; 2023), which includes before and after-care, and high dosage tutoring for learning loss.</p> <p>Clerical Support Stipend for summer programs</p>	<p>Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminated Standards-Based Illuminate Standards-Based formative assessments (i.e. projects and oral discussions) and summative assessments (i.e. TDOE Post Assessment of Summer Learning).</p>	<p>These funds will continue to support intense before/aftercare tutoring.</p>

	<b>STREAM Stipends (\$10,000.00)</b>	Teacher Stipends (\$5,000.00) After-school STREAM activities. (Summer 2022) Teacher Stipends (\$5,000.00) Before-school STREAM activities. (Summer 2022)		
Tutoring Program (High Tutoring Program (High Dosage Tutoring & Paper.com on demand, anytime tutoring)	<b>\$250,400.00</b>			
	<b>SPED Teacher Stipend (\$68,400.00)</b>	The high dosage, low ratio tutoring will provide equitable access to learning for all students in the SP.ED. program.	Disaggregated reports will drill down data for the special needs students.	We will provide tutoring groups for special needs students.
	<b>High-Dosage Tutoring Teacher Stipends (\$182,000.00)</b>	Teacher stipends (\$182,000.00) for high dosage tutoring during the regular academic years (2021 and 2022) (6 elementary, 5 middle, 5 high school - \$50 per hour). (38 weeks per tutor, 3 days per week, 1 hour per day = \$91,000 - first year, \$91,000 - second year).	Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based formative assessments (i.e. homework, quizzes, tests, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP).	These funds will support high dosage/small number tutoring for all grades levels based on data points determined by the district.

Specialized Content Area & approved instructional materials)	<p><b>\$85,000.00</b></p> <p><b>Materials (\$15,000.00)</b></p> <p><b>Standards Based Assessment (\$40,000.00)</b></p> <p><b>IXL Subscription (\$30,000.00)</b></p>	<p>Students will strengthen and improve logical reasoning, problem-solving skills, increase collaboration with peers, and refine computational thinking. Student enrollment and interest in specialized content courses will increase.</p> <p>Illuminate-Standards Based Assessments</p> <p>IXL will be offered to assist middle school students with rigorous enriched courses to recoup learning loss during COVID and move students academically.</p>	<p>Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based formative assessments (i.e. homework, quizzes, tests, projects, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP). Increase in student enrollment in Fine Arts courses.</p>	<p>These funds will support the purchase of any new or updated specialized content state approved instructional materials.</p> <p>In addition, funds will support subscriptions-based materials to assist with recouping learning loss due to COVID.</p>
Stipends for Educational Assistants (Tutoring)	<b>\$6720.00</b>	<p>Students will strengthen and improve logical reasoning, problem-solving skills, increase collaboration with peers, and refine computational thinking. Student enrollment and interest in specialized content courses will increase.</p>	<p>Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based formative assessments (i.e. homework, quizzes, tests, projects, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP). Increase in student enrollment in Fine Arts courses.</p>	<p>Education Assistant stipends to assist with before and after-school, and summer intense tutoring for learning loss for 3 years. (\$2240.00 per year x 3 = \$6720.00)</p> <p>These funds will continue to support before/aftercare and summer intense tutoring to recoup learning loss due to COVID.</p>
Salaries for 3 EA positions	<b>\$122,460.00</b>	<p>Students will strengthen and improve logical reasoning, problem-solving skills, increase</p>	<p>Student outcomes will be quantifiably measured through grade level proficiency gains and growth on Illuminate Standards-Based</p>	<p>Regular salaries for 3 Education Assistant positions (2 Elementary &amp; 1 Middle) for 2 years. (\$20,410.00 x 3 = \$61,230 x 2 = \$122,460.00)</p> <p>These Educational Assistants will assist Teachers with small-group, break out instruction. Under the supervision and direction of the main teacher, the EA</p>



		collaboration with peers, and refine computational thinking. Student enrollment and interest in specialized content courses will increase.	formative assessments (i.e. homework, quizzes, tests, projects, and oral discussions) and summative assessments (i.e. CASE benchmarks, AIMS Webb benchmarks, and TCAP). Increase in student enrollment in Fine Arts courses.	will facilitate small group learning activities, reinforcing concepts introduced to the class. EA performance will be evaluated daily by the teacher, as well as formally assessed several times a year by the Principal using the district's evaluation tool for classified employees.
Supplies & Materials (Understanding Differentiated Instruction and Doable Differentiation)	\$ 5020.00	Students will improve overall performance in academic courses.	Assess the performance of students participating in classes that utilize these materials.	These funds will provide a resource of how to meet the needs of students, who vary in their levels of readiness, personal interests, and preferred approaches to learning.
STREAM Summer Programs	\$ 6,000.00	Students will improve performance in Science and Math.	Improve performance on state test in Science and Math.	Before & Afterschool STREAM tutoring and supplemental materials, including Read Alouds/Books for Novel Studies to support STREAM themes.  As for the purchasing of materials, the Supervisors, who are district level administrators, will decide on what research-based items to purchase to support STREAM. They will only approve and purchase items that fit within the scope of STREAM, and will ensure that all purchases align with the approved vendors and resources shared by the state department.
Instructional Supplies for Summer Learning Programs	\$ 76,500.00	Students will improve overall performance in academic courses.	Assess the performance of students at the end of the summer program, using the state's pre and post-tests.	Instructional Supplies for summer camps, which feature highly innovative learning activities and group projects for lower performing students. These funds will continue to support learning loss camps as follows: (2021-22- Learning Loss & Bridge Camp, 2022-23- Bridge Camp for Rising 4th-8th graders, 2023-24-Bridge Camp for Rising 4th - 8th graders). <b>\$75,000.00</b> . (\$25,000 for summer 2022; \$25,000 for summer 2023; \$25,000 for summer 2024).  An evidence-based social skills (The Character Effect) curriculum will allow teachers to effectively teach specific skills, systematically closing the learning gaps from social, emotional, and behavioral skills lost during COVID ( <b>\$1,500.00</b> ).
Nursing support during summer program	\$ 14,040.00	Onsite medical support for students participating in the summer program.	Nurse will maintain a daily log of students visiting the nurse's office. Quality of services will be monitored by the nursing supervisor.	Nurses will be onsite to treat students for any medical ailments, including COVID symptoms.
Differentiated PD	\$ 5,050.00	Teachers will learn differentiation strategies to utilize during daily instruction. Student performance will	Student performance will improve based on their learning of new concepts. Success will be assessed via teacher participation	Teachers will participate in high-quality professional development that will teach them about Differentiated Instruction and how to embed the strategies in their lesson planning. Success will be assessed via teacher participation and frequent utilization of the strategies taught, as well as

		improve based on their learning of new concepts.	and frequent utilization of the strategies taught, as well as improved student academic performance.	improved student academic performance.
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# STUDENT READINESS



Tennessee schools will be equipped to serve the academic and non-academic needs of all students by developing robust career pathway opportunities and connecting students to real-time support. This includes investments in articulated pathways for all students, innovative high schools linked to career opportunities and advanced coursework, and specialized supports for students who need them.

Description of strategic allocations to support **Student Readiness** and the **School-Related Supports** necessary to access high-quality instruction, including how allocations support the investments identified in the district’s needs assessment:

Our counseling department will engage in Professional Development sessions allowing them to stay abreast of the current needs for today’s graduating class. They will implement their learning by finding resources to support all students, whether career or college bound. ACT resources will be purchased and shared with all students, prompting each student to set a personal ACT goal and use their resource at home to work towards that goal (in addition to their onsite instruction and prep activities). Additionally, we will offer before/after school tutoring options to support students in all grade levels, as the data indicates learning loss due to extensive time out of school. The Needs Assessment support the need to purchase hands on manipulatives and instructional materials, especially for English Language Arts and after school tutoring sessions. Funds will also be used to provide supplemental OT and PT services to students.

## Middle and High School Opportunities

Item	Spending	Description of Services
AP and Dual Credit/Enrollment Opportunities	\$	
High School Innovation	\$	
Academic Advising	\$	
Other	\$	

	Yes	No
* Received an Innovative High School Grant?		•
* Using or planning to use free ACT preparation courses?	•	
* Using or planning to use free and online AP Access for All?	•	
* Received an Early Postsecondary Expansion Grant?		•
* Received a Middle School STEM and CTE Grant?		•
* Received a STEM Designation?		•
* Participating in the free Work Keys program?		•

* Using or planning to use free STEAM Resource Hub?		•
* Received a Governor's Civics Seal Grant?		•
* Plan to participate in computer science networks and related grants?		•

**STUDENT READINESS** *(continued)*

**Special Populations**

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Economically Disadvantaged	\$		
Students with Disabilities	\$ 10,000.00	Students will receive timely assessments from psychologists, therefore, putting supports in place to excel academically (\$10,000.00).	Psychologist (1 year) support via contracted services. Additional Psychologists from a contracted vendor will assist our 2 district psychologists administer assessments to students in our referral queue. The waiting list for assessments in our district is long due to the extended pandemic closure, as well as students exhibiting needs for more support, possibly as a result from not being in the school setting. These funds will pay for services for the contracted services.
Students in Foster Care	\$		
Students Experiencing Homelessness	\$		
Migrant	\$		
Mental Health Supports	\$		(Funding from an additional source not an ESSER)
Other-Tutoring Stipends	\$		

	Yes	No
* Applied for and received a TDOE trauma informed school grant?		•



* Will receive a supplemental grant for serving students experiencing homelessness?		•
* Applied for and received the ELC grant to support health and wellness activities?		•
* Planning to apply for mental health grants (\$100,000 - \$200,000)?		•
* Applied for an IDEA Partnership Grant to support students with disabilities?		•
* Plan to use attendance support to identify and re-engage missing students?		•

### Other: Student Readiness

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
ACT	\$5,000.00	Students will improve their ACT scores, seeking to earn at least a 21 for the HOPE scholarship.	Monitor the percentage of student who are ReadyGrad upon graduation.	All students will be provided a resource to recover learning loss due to COVID-19 and increase college readiness and Ready Graduate status via ACT support (\$5,000.00). The HS Supervisor will research and purchase an ACT research-based resource (paperback book) that can be utilized by all students to prepare for their Junior Day ACT test.
Specialized Content Area Professional Development to support Learning Loss	\$25,000.00	Specialists (Fine Arts, Music, Physical Education) will receive relevant PD in teaching and motivating students 'across the curriculum', thereby pushing these learners to excel in all areas.	Students will improve academic proficiency after receiving motivational supports and strategies.	These funds will support specialized content area professional development. (\$25,000.00) Specialists (Fine Arts, Music, Physical Education) will receive relevant PD in teaching and motivating students 'across the curriculum', thereby pushing these learners to excel in all areas. Motivation and teaching strategies for the disengaged student will help combat the Learning Loss curve of these students.
Counselor Professional Development to support Learning Loss	\$ 15,000.00	Counselors will receive professional development and utilize strategies learned to motivate students to excel.	Students will meet their graduation requirements and continue to post-secondary.	Counselor PD will be offered to better support students in their post-secondary pathways through the use of a new career interest inventory. (\$15,000.00). Counselors will learn innovative, creative ways to motivate and support struggling students who have not recovered from Learning Loss during the pandemic closure.
Translation Services for Stand-Alone documents	\$ 8,000.00	Students and their parents will benefit by having access to essential forms in their native language. Being better and properly informed in school procedures and practices will support family participation in school events, including daily academic learning.	Students will benefit by having access to essential forms in their native language. Being better and properly informed in school procedures and practices will support family participation in school events, including daily academic learning.	Students and their parents will benefit by having access to essential forms in their native language. Being better and properly informed in school procedures and practices will support family participation in school events, including daily academic learning.
Contracted Services for SpEd Budget Plan	\$ 9,500.00	Students will receive 1:1 consulting based on their IEP needs (OT, PT, etc.).	Student improvement based on their IEP goal mastery will be used to assess success of this implementation.	Additional contracted services will be utilized to provide vision therapy, speech and language services, occupational therapy, physical therapy, and behavioral specialist, due to the lack of individualized services from COVID school closures and student absences.

# EDUCATORS



Tennessee will set a new path for the education profession. This includes investments in Grow Your Own programs, educator networks and pathways, and strategic compensation and recruitment efforts.

Description of strategic allocations to **Recruit, Retain and Support Educators and School Personnel**, including how allocations support the investments identified in the district’s needs assessment:

The pandemic has resulted in some teachers choosing to retire (earlier than anticipated). As we seek to rehire, we are mindful that we want to recruit not only the best educators, but also attract a diverse teaching body. The ACS Human Resources team will engage in training (online free resources and membership resources) to support this recruitment need. Additionally, providing school-level sessions which remind/teach employees of their benefits may help to retain teachers in our district, as they will be well-informed of their fringe benefits. Fortunately, no funds will be needed as we have online resources for PD and in-house paper supply to print recruiting packets and informational flyers and brochures, which will highlight our district and its amenities. These PD sessions and printed paper resources will assist us in 1) Strategic Teacher Retention and 2) Establishing Sustainable Teacher Recruitment Models.

Item	Spending	Expected Outcomes for Students as a Result of this Investment	Description of Services
Strategic Teacher Retention	\$	Retain teachers and reduce the number of resignations.	ACS HR will hold 3-4 sessions to build support and relationships with Central Office essential staff. HR will schedule sessions throughout the school year at each school where a representative from CO will provide support on helpful topics – communications, insurance/benefits, etc.
Establishing Sustainable Teacher Recruitment Models	\$	Retain teachers and meet state diversity goals.	ACS HR will develop and identify diversity training through a professional organization (AASPA) to focus on recruiting and hiring instructional staff to replace increase in resignation and retirements over the past couple of years. HR will conduct an employee survey to explore instructional staffs' retirement intentions. The results will provide HR will intentional recruitment goals especially in hard to staff areas. Also, HR will develop a succession plan with Principals to strategically plan for future vacancies.
Class Size Reduction	\$		
Other (Interventionist)	\$122,800.00	Tier 3 students will improve academic performance, as assessed via screening data.	This teacher will work with individual and small groups assisting students who are Tier 3, therefore, needing the most intervention and support.

Yes | No

* Participating in Grow Your Own?		•
* Participating in Aspiring Assistant Principal Network?		•
* Participating in Diverse Leaders Network?	•	
* Participating in Rural Principal Network?		•
* Participating in Turnaround Principal Network?		•
* Participating in Principal Supervisor Network?		•
* Participating in TASL Academies?	•	
* Participating in TDOE Special Education and ESL additional endorsement grants?	•	
* Using the TN Teacher, Substitute and/or Teacher Job Connect and Job Board?	•	
* Encouraged participation in or actively utilized Best For All Central?	•	

**EDUCATORS** *(continued)*

*Other: Educators*

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Bonus for all Employees	\$ 411,881.40	As a result of granting these bonuses to all employees, they will continue their dedication to student safety and success during this time of educating students in-person during the pandemic.	As a result of granting these bonuses to all employees, they will continue their dedication to student safety and success during this time of educating students in-person during the pandemic. This monetary motivation will be assessed via employees continued steadfastness towards performing job duties, even those above and beyond their normal tasks.	Employee Bonus Stipend for all employees who have been instrumental in keeping in-person instruction going for all students.  All district employees will receive a one-time bonus for their increased work efforts and time as we conduct daily school activities during the pandemic. This monetary motivation will be assessed via employees continued steadfastness towards performing job duties, even those above and beyond their normal tasks.
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			
	\$			

# FOUNDATIONS



Description of strategic allocations to **Strengthen Structural Expectations**, including how allocations support the investments identified in the district’s needs assessment:

Item	Spending Amount	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
Technology	\$1,072,611.54	Students will be able to connect to on-line and digital classwork and assignments, textbooks homework, complete state online assessments, learning management systems, collaboration tools and webmail communications.	Students will be able to complete all assignments and tasks for school. Students will be able to utilize reinforcement, enrichment or intervention programs that will support them in school. The data gained from these programs can be utilized to quantifiably measure outcome.	<p>iPad refresh for 2 years. 1:1 district, grades K-12 (total enrollment 5,000)                      Per the attached detailed spreadsheet (0793 ESSER iPad Request), the cost to refresh the 1st, 5th, and 9th grade iPads (as we do each year) for 2 consecutive years is a little over one million dollars. Refreshing via this cycle allows students to use and keep the (same)device for a few years until a new technical upgrade is needed to continue high-quality instruction. Student academic success and low technology work-orders, as monitored via Happy Fox, will gauge effectiveness.</p> <p>1st Grade iPad, Case, APP                      Cost: \$4079.50                      QTYF23: 23 Total FY23: \$118,305.50                      QTYF24: 30 Total FY24: \$122,385.00                      QTYF25: 30 Total FY25: \$122,385.00</p> <p>5th Grade iPad, Case, APP                      Cost: \$4079.50                      QTYF23: 31 Total FY23: \$126,464.50                      QTYF24: 31 Total FY24: \$126,464.50                      QTYF25: 32 Total FY25: \$130,544.00</p> <p>9th Grade iPad, Case, APP                      Cost: \$444.00                      QTYF23: 480 Total FY23: \$339,336.00                      QTYF24: 500 Total FY24: \$353,475.00                      QTYF25: 500 Total FY25: \$353,475.00</p> <p>9th Grade iPad AppleCare                      Cost: \$79.00                      QTYF23: 480                      QTYF24: 500                      QTYF25: 500</p>



				9th Grade Case Cost: \$349.50 QTYF23: 480 QTYF24: 500 QTYF25: 500
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AcademicSpace: Facilities*	<b>\$2,865,375.00</b>	Expand the high school Band room, allowing students the opportunity to participate in the Arts in a socially distanced environment and continue	The district will continue its designation as a Best Community for Music Education. Graduating cohorts will	The Band Room expansion is essential in allowing students to practice and perform in a socially distanced environment. COVID's impact on this award-winning program has been drastic. Due to the current facility constraints, classroom instruction, acoustic quality, and proper social distancing practices were affected. Class sizes had to be reduced to 50% of the scheduled students in a class setting at a time.
Band Room Expansion	<b>Band Room Expansion (\$1,150,000.00)</b>	performances. Students will practice cohesively, utilizing socially distanced measures and other COVID mitigation strategies. Increased practice will result in resumed scheduled performances and competitions, thereby allowing students to receive awards, accolades, and scholarships.	continue to earn upwards of \$30 million in scholarships, attributing some of their success to integration of the arts. Number and students participating in events, frequency of event sign-up, and attendance of audience members will help quantify the success of being able to practice and perform. More than 400 students are enrolled in the Band courses, so ample practice and performance space is essential for the success of this program. As evidenced in research, fine arts (band, for the project) and academic progress are strongly correlated, therefore we attribute much of our student success to the integration of the two. Again, each graduating class earns \$30+ in scholarship offerings each year.	As a district that has been voted the Best Community for Music Education for 2 consecutive years, it is imperative that students are able to continue this fine arts curriculum, as arts are an integral part of their academic foundation. Reconfiguration of the Band Room will increase student participation and public performance events while ensuring COVID Safety protocols are in place. Scholarship funds received as a result of participation in an arts curriculum will help gauge success.
Safety Compliance Assistants (Operation of Plant)	<b>Safety Compliance Assistants (\$120,000.00)</b>	Due to the mitigation of the Safety Compliance Assistants, students will lessen their risks of contracting COVID and can therefore attend school and learn.	Maintaining a high attendance rate.	Safety Compliance Assistants Salaries (4 FTE positions; 1 per school). Safety Compliance Assistants (SCAs) are in place to support the school in following COVID protocols and practices. They monitor mask wearing, when mandated. They teach students and teachers safety precautions during this pandemic. They inventory all PPE and make additional orders as needed. They assist with all safety measures to mitigate the spread of the virus in the school setting. They support and monitor the daily cleaning practices (Operation of the Plant) of the school, including frequent disinfectant of high-touch areas (i.e. door handles, light switches).

Traffic Assistants	<b>Traffic Assistants (\$15,000.00)</b>	The Traffic Assistants are essential to manage the heavy flow of traffic each day due to students not riding the bus due to COVID.	Students feel comfortable eating lunch in the cafeteria, thereby gaining nutrition as well as contributing to cafeteria revenue.	Traffic Assistants- 600 hours of stipend pay (School Educational Assistants that start their work day early and stay late to support this need). The Traffic Assistants are essential to managing the heavy flow of traffic each day due to students not riding the bus due to COVID.
Supplies and materials to support increased cleaning/sanitation, as managed by the SCA's.	<b>Supplies &amp; Materials (\$158,375.00)</b>	Supplies for Increased cleaning/Sanitation (\$148,000.00) - The COVID 19 pandemic has prompted us to increase cleaning at all sites, thereby using more supplies. Funds will be used for the purchase of PPE, including hand sanitizer pumps and refills, disinfectant wipes, paper towels, Kleenex, disinfectants and sanitizers, and refill for the Clorox machines. Purchase 3 additional Clorox machines to support the daily intense cleaning of school sites. (\$10,375.00).	Students and staff will feel more comfortable in a clean environment with access to PPE supplies. Lower-incidents of positive COVID cases will allow students and staff to attend school regularly.	These PPE supplies and cleaning materials will be used on a daily basis, thereby ensuring a clean, safe space for students/employees to learn/teach. Proper, frequent use of these items will mitigate the spread of the virus. Healthy students will be able to attend school regularly and improve their academic performance.
Part-time Nutrition Techs. for the cafeteria.	<b>Part-time Nutrition Tech.'s (\$17,000.00)</b>	Salaries for 4 PTE nutrition techs – our current cafeteria set-ups do not allow for social distancing as much as we would like, therefore, we have had to modify our schedules and protocols. Additional staff was needed to support this COVID plan.	These staff members will help to facilitate a timely, safe serving of student lunch each day. They will assist in preparing and serving food, including COVID friendly packaging and meal distribution.	4 PART TIME staff members to assist with cafeteria duties. COVID 19 has forced us to be creative in how many students can sit together, we have modified lunch times to better control crowds, as well as catered the type of meals we serve to maximize limited contact. These additional tasks require more staff to safely implement these measures.
Improve sanitation safeguards (dumpster)	<b>Dumpster (\$20,000.00)</b>	Cleaner cafeteria environment to safely serve student lunches.	Proper disposal of school waste, mindful that extra cleaning and use of materials, including wipes and paper towels, will increase the amount of trash for the school. The addition of a 2 <sup>nd</sup> dumpster will allow all waste to be properly placed inside a dumpster, instead of around it where rodents and pests will gather.	Improve sanitation safeguards at the school's dumpster site, ensuring a properly sanitized and disinfected learning facility for students. In particular, a gate will be added and the wall extended so that a 2 <sup>nd</sup> dumpster can be added. Trash accumulation has increased due to our enhanced cleaning protocols associated with COVID.

STEM Lab upgrades (contracted services)	<b>STEM Lab upgrades (\$10,000.00)</b>	Students will engage in hands-on experimental STEM activities, improving their performance in math and science.	Students will be able to safely utilize the hands-on STEM lab in a socially-distanced environment. As a result, students will improve their performance in Science & Math.	Facilities, Contracted Services -Use Contractors to update the room used as the STEM lab, allowing use of up-to-date equipment and technical resources. Add electrical outlets to walls and to experiment tables, and add internet drops. Students will therefore be able to engage in hands-on experimental STEM activities, much needed to address learning loss experience during the COVID pandemic
HVAC upgrades	<b>HVAC upgrades (\$1.3 million)</b>	Clean quality air for students (5,000) and staff (450).	As a result of these new units, students and employees will breathe quality air while in our school facilities. This will lessen the spread of COVID 19, as clean air is circulating in all spaces.	HVAC Upgrades - Improve heating and air systems for the mitigation of COVID-19, providing clean, quality air for students/staff. Purchase remaining 82 new units to complete the HVAC upgrades for units at all 4 school sites. (\$1.3 million) Students (5,000) and staff (450) will benefit from clean quality air
Reinforce Floor & Structure Office Space	<b>Reinforce Floor &amp; Structure Office Space (\$75,000.00)</b>	Students and their families with COVID concerns will be able to utilize this centralized, socially distanced space for therapy sessions (OT/PT, etc).	Providing a centralized, socially distanced space for therapy sessions will help to decrease safety concerns for students and families. Students will meet their therapy IEP goals.	Reinforce floor and structure offices/meetings spaces so that therapists can meet one-on-one with their students whose families are open to bringing them to this centralized, socially distanced space for therapy sessions.
Monitoring, Auditing and Data Collection and Reporting	\$			
Other Translation Plugins	<b>\$ 3,000.00</b>	Students and other stakeholders will have better accessibility (language) to our website.	Our district webmaster will run monthly statistics on website use (traffic).	Purchase Translation Plugins- Thereby providing a dropdown menu that will allow stakeholders the option to view the district's website in various languages, allowing multi-language access to all domains, including the ESSER-required documents.
Library	<b>\$ 15,000.00</b>	A socially distanced COVID environment will be established, allowing students to continue lessons and weekly check-out ability. In addition, this space may be used for special accommodation	Students will be able to safely utilize the library, engaging in lessons and the checking out of books.	To establish a socially distanced COVID environment, furniture will be purchased for the school library. Furniture will be easily wipe-able (disinfect/sanitize) so that proper cleaning can occur between each class of young elementary students visiting the library (Four-sided Mobile Display, Flip & Store Blow-Mold Table w/chairs, Glacier Series Display Bookcase & etc). See

		testing of mandated assessments, including state, RTI, and formative.		attached Elementary School Library Furniture detailed order in Related Documents.
Stem Lab Furniture	<b>\$ 10,000.00</b>	Students will be able to experience more hands-on lab experiences.	Students will be able to safely utilize the hands-on STEM lab in a socially-distanced environment. As a result, students will improve their performance in Science & Math.	Due to the pandemic and various learning models (including hybrid), students missed out on hands-on lab experiences. Now that they are back on site, more space and supplies are needed to properly furnish the AHS Stem Lab. These funds will be used to enhance the lab learning environment, via the purchase of furniture (Mobile Tray Storage, Adjustable Height-Metal Cart, Science Lab Table & etc). See attached STEM Lab Furniture detailed order in Related Documents.
Nurse Clinic Upgrades, Staffing & Supplies	<b>\$ 21,095.00</b> (Materials)	Students will be provided with onsite medical support.	Students will be able to visit a nurse onsite. A nurse will maintain a daily log of students visiting the nurse's office. The data gained from this count can be utilized to quantifiably measure the need for any additional staff to continue in-person learning.	Supplies and Materials purchased for the new clinic space (Treatment Cart, wheelchairs, recovery cot, double locked medication cabinets & etc). View the attachment (0793 Nurse Clinic Upgrades) in Related Documents to see the line-by-line detail of the items needed.  School Health Clinic AHS Upgrades.  Since we added a second nurse to the school to serve the 2000+ students. We had to update space to safely serve these students during the pandemic.
Intensified Building Cleaning	<b>\$18,010.00</b> (Custodial Supplies)	Buildings will remain clean and safe, thereby mitigating COVID-19.	Low-incident count of positive cases allowing students and staff to attend school regularly.	These cleaning materials will be used on a daily basis, thereby ensuring a clean, safe space for students/employees to learn/teach. Proper, frequent use of these items will mitigate the spread of the virus. Healthy students will be able to attend school regularly and improve their academic performance.
	<b>\$ 90,000.00</b> (2-year nurse salary)	Onsite medical support for students enrolled in the school.	Nurse will maintain a daily log of students visiting the nurse's office. Quality of services will be monitored by the nursing supervisor.	Nurses will be onsite to treat students for any medical ailments, including COVID symptoms.

<p><b>\$7200.00</b> (Contracted services)</p>	<p>Nurse clinic will be upgraded to enhance safety protocols.</p>	<p>Students will have Low-incident count of positive cases allowing students and staff to attend school regularly.</p>	<p>Upgrades to school clinics for enhanced safety protocols, social distancing, and overall health needs for COVID-19.</p>
<p><b>(\$148,000.00)</b> Contracted Services</p>	<p>Buildings will remain clean and safe, thereby mitigating COVID-19.</p>	<p>The district tracks positive COVID cases of students and staff via our dashboard. This effort should result in fewer cases.</p>	<p>Contracted Services - District's Contracted Cleaning for all 5 buildings. As a result of COVID, more intense and frequent cleaning is needed to help prevent the spread of germs. Daily school cleaning, as well as disinfecting and sanitizing before and after other events (i.e club meetings, basketball and football practices and games, cheer) has increased our normal cost of services. Additional personnel have been needed (by the contractor company) to fulfill the extra cleaning duties. In addition to general custodial staff, a Red Shirt personnel member is visible each day in all schools. This person's primary duty is to remain visible and circulate the building constantly cleaning student high-touch areas, including door handles and water fountains. Our cleaning contractor expenses increased about \$148,000 last year (from \$778,910 to about \$926k). We will use ESSER funds to only pay the increase amount, which is about 16% of the annual bill.</p>

		Yes	No
* Participated in the TDOE device grant program?			•
* Participated in the TDOE connectivity grant?		•	
* Participating in the TDOE-T-Mobile partnership to increase high-speed internet?			•

# OTHER

Description of **Additional Strategies** designed to accelerate academic achievement:

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			

### *Contingency Plans: Infrastructure Bill Passes and/or Initiatives with Remaining Funds*

If a federal infrastructure bill passes, LEAs could receive an amount similar to that received under ESSER 2.0. Should this pass, districts may need to shift funds previously budgeted for infrastructure in ESSER 1.0, 2.0, and/or 3.0 to this new funding source. Therefore, LEAs should have contingency plans for how they would spend the balance remaining in ESSER funds. This will provide transparency for decision-making and allow for LEAs to make changes quickly, having already communicated intent, and limit concerns related to reversion of funds. This could also be used as contingency funding for projects that are unspent or underspent.

**Should we receive additional infrastructure funds, we will be ready to pivot with our spending plan. In our current plan, we seek to fund the Band Expansion with half ESSER dollars. If additional funds are granted, we will edit to 100% and reap the benefits /outcome as already listed in our plan. The same is true for the HVAC upgrade, Ionization project, and technology purchases; we will shift those to 100% ESSER funding instead of the planned 50% in this original plan.**

Item	Spending	Expected Outcomes for Students as a Result of this Investment	How Student Outcomes and/or Success will be Quantifiably Measured	Description of Services
	\$			
	\$			
	\$			



### ***Monitoring, Auditing and Reporting***

The LEA should outline how they will actively monitor their allocations; how they will conduct interim audits to ensure an appropriate application of funds; how they will collect and manage data elements required to be reported; and how they will report this information to the community. As a note, the department will be releasing guidance for required elements at the state and federal levels once clarified by the U.S. Department of Education. The department recognizes that this will be a significant requirement and strongly encourages districts to allocate at least 1% of their funding capacity toward monitoring, auditing and reporting. LEAs should outline their plans for this work in the space below.

Two district leaders will have primary responsibility for managing this grant. The Chief of Accountability manages the overall grant, ensuring that tasks, timelines, and reporting mandates are met for the district. The Grants Specialist will conduct all day-to-day monitoring and reporting related to the ESSER grants. The Chief of Accountability is 0.05% FTE funded (\$7000 plus mandated benefits). The Grants Specialist is 1.0 FTE and fully funded via the ESSER grant (Salary for 2 years - \$108,000).

**The district has staffed a Grants Specialist whose primary role is to fulfill all requirements of this grant, including preparing for monitoring, auditing, and reporting. The district will stay abreast of all timelines by following the Commissioner’s Updates as well as timeline postings listed in ePlan. Monthly monitoring of all accounts will be conducted. Updates of spending will occur periodically and will be shared, as we have done in the past, at public Board Meetings. The following activities are all components of our district’s plan for consistent reporting, monitoring, and auditing procedures:**

- 1) Monthly requesting of funds through ePlan**
- 2) Compare the budget in financials to budget in ePlan for agreement**
- 3) Comply with all federal and state regulations for reporting**
- 4) Attend required trainings for ESSER 3.0 and other grant awards.**

**One updated presentation to the Board (public meeting) each semester, with that PowerPoint presentation being posted to our district ESSER webpage. In addition to the original survey conducted for the use of these funds, we will solicit feedback via a 2<sup>nd</sup> survey at the start of year 2, allowing us to make potential changes to our spending plan, based on new needs and feedback from stakeholders.**

### ***Family and Community Engagement***

The LEA should outline how they plan to meaningfully engage with families and communities throughout the life of the ESSER and other relief funds.

**To ensure transparency, ACS will engage with families and the community through the life of the ESSER and other relief funds by providing ongoing and timely information to all stakeholders. ACS will keep an updated website with the publication of resources as well as solicit ongoing feedback through quarterly in-person and virtual meetings utilizing Facebook Live, Zoom sessions, and community flyers. In addition, ACS will provide multiple opportunities for participation in the decision -making process of how funds are allocated through semi-annual surveys that will be analyzed to determine revisions. Interpreters will be provided as well as all documents translated in the families’ native language.**

## SUPPLEMENTAL RESPONSES

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

**SUPPLEMENTAL RESPONSES** *(continued)*

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

Blank area for supplemental responses.

**SUPPLEMENTAL RESPONSES** *(continued)*

Should you require additional space to complete your response to any of the above questions, please use these supplemental blank pages. If using this space for multiple answers, leave a space between and ***be sure to include which area you are adding a response to at the beginning.***

Blank area for supplemental responses.