

## History Log

## Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/17/2021 5:20:03 AM	Debby Thompson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) Director Approved'.	S
<input type="checkbox"/>	8/5/2021 2:01:58 PM	Shawn Kimble	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/5/2021 2:01:58 PM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S
	8/5/2021 1:11:35 PM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	8/5/2021 12:52:54 PM	Samantha Culver	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/28/2021 12:19:08 PM	Samantha Culver	Status changed to 'Draft Started'.	S
	7/24/2021 8:51:04 AM	Maryanne Durski	Status changed to 'Not Started'.	S

Allocations

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Allocations**

	(1)	<u>ESSER</u>	Total
Original		\$0.00	\$0.00
Incoming Carryover		\$32,371.85	\$32,371.85
Outgoing Carryover		\$0.00	\$0.00
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Consortium		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
FER Released		\$0.00	\$0.00
<b>Total</b>		<b>\$32,371.85</b>	<b>\$32,371.85</b>

Cover Page

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

**LEA ID#**

490

**LEA Name**

Lauderdale County

**LEA Official Address**

Street

321 Armory St

City

Ripley

Zip Code

38063

Phone

731-635-2941

LEA Website

www.lced.net

**Director of Schools**

Name

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The Coronavirus Aid, Relief and Economic Security (CARES) Act funds available through this grant are one-time grant funds made available through the U.S. Department of Education. All funds should be used for the unique needs identified by LEAs during the COVID-19 pandemic. CARES Act funds are intended to support the academic and non-academic needs of students and to help LEAs and schools prepare for re-entry and continuous learning for the upcoming 2020-21 school year.

Budget

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

**Indirect Cost**

Total Contributing to Indirect Cost	\$32,371.85
Indirect Cost Rate	11.11%
Maximum Allowed for Indirect Cost	\$3,236.89

<b>Account Number</b>	<b>Total</b>
71100 - Regular Instruction Program	\$32,371.85
71150 - Alternative Instruction Program	\$0.00
71200 - Special Education Program	\$0.00
71300 - Vocational Education Program	\$0.00
72110 - Attendance	\$0.00
72120 - Health Services	\$0.00
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$0.00
72215 - Support Services/Alternative Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$0.00
72230 - Support Services/Vocational Education Program	\$0.00
72250 - Education Technology	\$0.00
72320 - Office of the Superintendent	\$0.00

72410 - Office of the Principal	\$0.00
72510 - Fiscal Services	\$0.00
72610 - Operation of Plant	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$0.00
73100 - Food Service	\$0.00
73300 - Community Services	\$0.00
73400 - Early Childhood Education	\$0.00
76100 - Regular Capital Outlay	\$0.00
99100 - Transfers Out	\$0.00
	<b>Total</b> \$32,371.85
	<b>Adjusted Allocation</b> \$32,371.85
	<b>Remaining</b> \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

71100 - Regular Instruction Program - \$32,371.85 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	71100 - Regular Instruction Program	*We are looking at purchasing 998 case/bags at \$23 each plus shipping = \$22,971.85. *These charger cords will cost \$20 each x 400 chargers = \$8,000.00 *Active panels 200 adapters x \$7 = \$1,400.00
<b>Line Item Number:</b>	499 - Other Supplies and Materials	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$32,371.85	
<b>Line Item Total:</b>	\$32,371.85	
<b>Total for 71100 - Regular Instruction Program:</b>		
<b>Total for all other Account Numbers:</b>		\$0.00

**Total for all Account Numbers:**

\$32,371.85

**Adjusted Allocation:**

\$32,371.85

**Remaining:**

\$0.00



Budget Overview

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

**Indirect Cost**

Total Contributing to Indirect Cost	\$32,371.85
Indirect Cost Rate	11.11%
Maximum Allowed for Indirect Cost	\$3,236.89

Filter by Location:  ▼

Account Number	71100 - Regular Instruction Program	Total
<b>Line Item Number</b>		
<b>499 - Other Supplies and Materials</b>	32,371.85	32,371.85
<b>Total</b>	32,371.85	32,371.85
	<b>Adjusted Allocation</b>	32,371.85
	<b>Remaining</b>	0.00

Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

To better understand each LEA's use of CARES Act funds, provide data below by grade span and subject:

N/A

Schoolwork K-2

Grades K-2	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	* Optional ▼	* Optional ▼	* No ▼	* No ▼	* No ▼	* No ▼
If optional, required, or mixed, enter number of hours of work expected weekly:	* 6-10 ▼	* 6-10 ▼	* 0 ▼	* 0 ▼	* 0 ▼	* 0 ▼
Was work completion tracked for students?	* No ▼	* No ▼	* No ▼	* No ▼	* No ▼	* No ▼
What percentage of work was returned from students?	* 0 ▼	* 0 ▼	* 0 ▼	* 0 ▼	* 0 ▼	* 0 ▼
What method was used to share instructional materials with students during spring closures?	* Both ▼	* Both ▼	* N/A ▼	* N/A ▼	* N/A ▼	* N/A ▼

N/A

**Well Checks K-2**

Grades K-2	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 71-80 ▾	* 71-80 ▾	* 71-80 ▾	* 71-80 ▾
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 61-70 ▾	* 61-70 ▾	* 61-70 ▾	* 61-70 ▾
In the above question, "regular" means:	* 2-4 times per week ▾	* 2-4 times per week ▾	* 2-4 times per week ▾	* 2-4 times per week ▾

N/A

**Schoolwork 3-5**

Grades 3-5	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	* Optional ▾	* Optional ▾	* No ▾	* No ▾	* No ▾	* No ▾
If optional, required, or mixed, enter number of hours of work expected weekly:	* 1-5 ▾	* 1-5 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾
Was work completion tracked for students?	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾
What percentage of work was returned from students?	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾

What method was used to share instructional materials with students during spring closures?	* Both ▼	* Both ▼	* N/A ▼	* N/A ▼	* N/A ▼	* N/A ▼
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☐ N/A

**Well Checks 3-5**

Grades 3-5	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 81-90 ▼	* 81-90 ▼	* 81-90 ▼	* 81-90 ▼
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 51-60 ▼	* 51-60 ▼	* 51-60 ▼	* 51-60 ▼
In the above question, "regular" means:	* 2-4 times per week ▼	* 2-4 times per week ▼	* 2-4 times per week ▼	* 2-4 times per week ▼

☐ N/A

**Schoolwork 6-8**

Grades 6-8	ELA	Math	Science	Social Studies	Physical Education	Art
Did your LEA distribute work to be completed?	* Optional ▼	* Optional ▼	* Optional ▼	* Optional ▼	* No ▼	* No ▼
If optional, required, or mixed, enter number of hours of work expected weekly:	* 1-5 ▼	* 1-5 ▼	* 1-5 ▼	* 1-5 ▼	* 0 ▼	* 0 ▼

Was work completion tracked for students?	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾	* No ▾
What percentage of work was returned from students?	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾	* 0 ▾
What method was used to share instructional materials with students during spring closures?	* Both ▾	* Both ▾	* Both ▾	* Both ▾	* N/A ▾	* N/A ▾

☐ N/A

**Well Checks 6-8**

Grades 6-8	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 91-99 ▾	* 91-99 ▾	* 91-99 ▾	* 91-99 ▾
Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 91-99 ▾	* 91-99 ▾	* 91-99 ▾	* 91-99 ▾
In the above question, "regular" means:	* Bi-weekly ▾	* Bi-weekly ▾	* Bi-weekly ▾	* Bi-weekly ▾

☐ N/A

**Schoolwork 9-12**

Grades 9-12	ELA	Math	Science	Social Studies	Physical Education	Art

Did your LEA distribute work to be completed?	* Optional ▼	* Optional ▼	* Optional ▼	* Optional ▼	* No ▼	* No ▼
If optional, required, or mixed, enter number of hours of work expected weekly:	* 1-5 ▼	* 1-5 ▼	* 1-5 ▼	* 1-5 ▼	* 0 ▼	* 0 ▼
Was work completion tracked for students?	* No ▼	* No ▼	* No ▼	* No ▼	* No ▼	* No ▼
What percentage of work was returned from students?	* 21-30 ▼	* 21-30 ▼	* 21-30 ▼	* 11-20 ▼	* 0 ▼	* 0 ▼
What method was used to share instructional materials with students during spring closures?	* Both ▼	* Both ▼	* Both ▼	* Both ▼	* N/A ▼	* N/A ▼

N/A

**Well Checks 9-12**

Grades 9-12	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged Students
Estimate the percent of students who had at least one meaningful interaction with school personnel during school closures.	* 91-99 ▼	* 91-99 ▼	* 91-99 ▼	* 91-99 ▼

Estimate the percent of students who had regular meaningful interactions with school personnel during school closures.	* 11-20 ▼	* 21-30 ▼	* 11-20 ▼	* 11-20 ▼
In the above question, "regular" means:	* 2-4 times per week ▼	* 2-4 times per week ▼	* 2-4 times per week ▼	* 2-4 times per week ▼

**Reflect on Data**

\* What are the LEA's plans for measuring student progress given the data provided above?

The plan for measuring student progress in grades K-5 will focus on ELA/Reading and Math. The multi-facet assessment plan will provide data for individual student progress on essential skills and standards.

In K-5th grade, assessing individual student progress in ELA/Reading and math will include Aimswebs diagnostic assessments in a variety of areas depending on the grade level. Students will be assessed at the beginning of the school year. On-going assessments and progress monitoring will be administered at intervals throughout the school year. Aimsweb Reading and Math will be administered to all students with the resulting data utilized by data teams to determine appropriate interventions.

To identify student progress and learning gaps in K-2 foundational skills, the diagnostic beginning of the year benchmark assessment within the EL Skills Block curriculum will be given to all students. The diagnostic assessments will effectively identify gaps in beginning of the year grade level expectations but will also provide information for teachers to target skills deficits from last year. The assessment will also be used as needed in grades 3-5.

In grades 3-5 the Tennessee ELA and Math Optional Start of the Year Checkpoint will be administered to all students to identify learning gaps from the previous year's most essential standards. The checkpoints test items will align and reflect the design of T-CAP Items.

Pre-module Eureka Math assessments will be given in August and throughout the year to pinpoint student learning gaps and misconceptions.

The Early STAR Literacy (K-2) and the STAR Reading (3-5) assessment will be used to provide insight into student reading progress at the beginning, middle, and end of the school year.

In 6-8<sup>th</sup> grades, student progress in reading comprehension and fluency will be utilized through AIMSweb diagnostic assessments and progress monitoring. Progress of reading/ELA standards will be monitored through diagnostic assessments in iReady Reading Online Diagnostics. Math progress in fluency and standards will be measured through iReady Math Online Diagnostics.

In Grades 9-12, students with identified ELA skills gaps (through AIMSweb diagnostic assessments) in reading comprehension and fluency will be progress monitored through AIMSweb. Math students identified by the Early Warning system are progress monitored with AIMSweb.

For EOC classes, gaps in and progressive learning toward standards will be determined and monitored through TDOE-developed Start of the Year assessments and TDOE Formative Assessment Platform and TCAP Item Bank (when released). Until released, district-developed common assessments may be used to identify instructional needs of individual students.

In non-EOC core academics classes, teacher made-assessments will be used to determine gaps in learning standards.

Edmentum Coursework Platform with skills and standards based diagnostics and intervention will be available for all students for both classroom incorporation and, in the event of school closure, for remote learning.

\* How does the LEA intend to address learning gaps resulting from the disruption of educational services? (CARES Act § 18003 (B))

The two-part plan includes aligning appropriate help or interventions with assessment results and identifying grade level standards missed or not taught due to school closure in the Spring of 2020.

Data from the assessments will be organized on individual student data sheets and in data notebooks. Data team meetings, ELI pod meetings, and PLCs will provide time at intervals throughout the year for analyzing the data and determining appropriate interventions along with skill and standard focus to address student progress and learning gaps. The design of the intervention may include before and after school programs, intervention blocks during school day, small group sessions within the subject block, on-line individual learning, and other design options. Classroom teachers, interventionist, other certified staff, and educational assistants will be utilized to deliver the intervention and work with students in addressing and closing learning gaps.

Learning gaps or skills deficiencies will also be addressed within the RTI framework of tiered intervention when appropriate. Resources or materials used will be based on the student's specific needs. Classroom walk-throughs, observations, and fidelity checks will insure high quality of instructional delivery.

The Great Minds InSync programs for the tier 1 high quality Wit and Wisdom and Eureka Math curriculum materials will provide teachers with supporting lessons, teacher guidance, and activities that can be targeted to individuals or small groups for learning recovery. On-line continuous learning videos will be used to close learning gaps. The student digital access will allow teachers to assign learning videos or practice for individual students, small groups, or whole groups. Online instruction will also have the ability for teachers to assign standards based lessons and assignments to address standards covered in class or for extra practice.

In grades K-2, gaps in literacy, foundational skills will be addressed within the EL Skills Block curriculum. The diagnostic beginning of the year benchmark assessment will identify any learning gaps in foundational skills. The diagnostic assessments will effectively identify gaps in beginning of the year grade level expectations but will also provide information for teachers to target skills deficits from last year. Teachers will use this data to create fluid small group instruction based on similar skills deficits. If the skills deficits are generalized across a class, the teacher will provide whole group foundational skills instruction for those skills. Due to the unique schedule and ELI framework, teams of teachers can efficiently address students' foundational skills deficits. The goal is to close the foundational skills gaps quickly while focusing on grade level content that moves students into independent reading. The EL diagnostic assessment and supporting curriculum materials will also be used in grades 3-5 as needed to close learning gaps.

Part two of the plan will include identifying grade level standards missed or not taught due to school closure in the Spring of 2020 and creating a standard recovery plan. Teacher leaders will guide the development of the standards recovery plan and implementation. Standards missed or partially covered will be reviewed with the current grade level standard. The level of mastery expectations will be determined along with how the standard can be best taught. A timeline and action plan will be developed and implemented.

With funds, 6 – 8<sup>th</sup> grades plan to purchase iReady Online Instruction for Reading and Math. Both of these programs include three yearly diagnostics. The first diagnostic is given at the beginning of the school year which determines the student grade-level access. From the results of the diagnostic, reports are generated that show each student's working grade level, mastered and non-mastered standards, next steps for learning, and intervention tools/lessons to address gaps in learning. In addition to the general lesson using the high quality instructional materials, the results from the diagnostic also place students on an online automatic learning path that addresses each student individually and works from their mastery level. iReady Online instruction also has the ability for teachers to assign standards-based lessons and assignments to address standards covered in class or for extra practice. This tool will be beneficial during a regular school year for use as a supplement to classroom instruction or intervention. In addition, if students must transfer to virtual learning from home, this program can be accessed online, as well. The three, yearly diagnostics will generate growth reports to monitor students' progress throughout the year.

For Grades 9-12: Students with identified skills gaps in ELA and math will receive RTI daily.

The master scheduling will allow for moving some traditional 4 X 4 block classes to full year classes to compensate for loss of COVID related instructional time.

Each high school will develop plans for before and after school learning sessions to address gaps.

Classes will include small-group differentiated instructional time based on skill/standards gaps.

Edmentum Coursework Platform with skills and standards based diagnostics and intervention will be available for all students for both classroom incorporation and in the event of school closure for remote learning.

\* Briefly describe how your district conducted checks on students (academically, non-academically/development/etc.). Include frequency of checks, number of students, and any other details.



Regular checks included: phone calls from teachers and other staff members, text message with apps such as Dojo and Remind, instructional material pickup, meal delivery and pickup, school supplies pickups, and report card pickup.

Frequency of checks varied from weekly to up to 4 times per week. SPED teachers, coordinated school health and mental health staff made contact with students on their caseloads.

Twice a week, yellow school buses rolled into community neighborhoods across the district staffed with school-based and district staff for meal delivery. Students were provided USDA approved meals for breakfast and lunches with more than 215,000 meals served. Food was packaged for multiple days with Monday meal delivery for 3 days and Thursday delivery for 4 days. While buses delivered to selected sites, school staff manned drive-thru food pickup at three schools: Ripley Primary School, Ripley High School, and Halls Schools Complex.

Instructional materials were available in electronic format on the district's social media apps and in hard copy format for student pickup. Teachers offered instructional assistance and even started book studies to remain involved with students.

Teachers of record at both high schools made intentional contact with students that had failing grades as of the March 20 state closure of schools. Students were provided material that would allow them to improve grades to a passing grade. Credit recovery packets were provided at scheduled times, during meal pick-up times, and in some cases, delivered to the student by school staff.

## Program Details

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

#### Planning

\* Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic, and how do these needs relate to the selected focus area(s)?

Lauderdale County Schools (LCS) released for Spring Break March 16-20. The ever-widening scope of events leading to the eventual closure of schools made the district's first priority feeding students. As one of the Tennessee's 15 distressed counties, food insecurity for families with school age children was (and is) the initial focus of school closing when district staff met March 19. As the likelihood of school resuming was questionable, increasing COVID numbers across the state made food distribution to students critical. The district administration team in coordination with the Director of Food Services left that first meeting with an implementation plan to included school site drive-thru pickup staffed with school administrators and volunteers and identified community sites across the district where school buses staffed with district and school personnel would make deliveries. The district's app, social media accounts, and marquees advertised distribution plans. Approximately, 215,000 meals (breakfast and lunch) have been distributed under USDA guidelines through May 22<sup>nd</sup>, the official end of the school year. School site drive-thru pickups will continue through the summer months.

With a food distribution plan in place, the district and school administration staffs addressed the delivery of instructional materials. Immediate problems were identified: 1) mode of delivery, 2) managing delivery, 3) content (new material vs review materials), and, 4) expectations for student work with the announcement of final grades as of March 20, 2020.

1) Mode of delivery: While LCS has an app and social media accounts, the district estimates that more than 50% of students do not have access to internet and, in fact, internet is not available in some areas of this rural county. There are multiple areas within the county where even cellphone service is unreliable. Similarly, even if access is available, many students do not have the devices necessary to access the internet for digital content and instruction.

Note: Currently, the district is surveying families to establish a better estimate of internet access and devices across the district. However, those responding probably have access to the internet.

2) Managing delivery: District staff ascertained that two forms of delivery would be advantageous: links to pdfs and digital sites; and, paper copies for those without access and/or devices. ELA and math were prioritized for delivery. Science and social studies contents were added later. Electronic copies were posted on the district's app and social media accounts. Paper copies were available at school site drive-thrus.

3) Content: Issues emerged when considering content. 1) Could instruction continue by providing new materials without a means of providing instruction? 2) Would the best format be review material with the goal of maintaining skills? 3) How would high school courses such as CTE courses or other electives be addressed? To provide consistent communication to students and families, the district decided to provide review assignments for ELA and math and later added science content. If individual teachers had established class content with enrolled students, they were encouraged to continue.

4) Student expectations: Because the district has no learning management system, nor did most teachers feel comfortable with presenting content in a digital format, student work was not returned for grading. With the announcement that grades would be finalized as of March 20, 2020, materials provided were to maintain skills and were optional though highly encouraged. Many families took advantage of the paper copies and pickup lines were long.

Even though there was the announcement of grade closure as of March 20, the district decided that for students at the high school level, especially seniors with failing grades in core classes, should be provided the opportunity to bring grades up to passing. Each high school contacted students with core classes failures individually. Students were provided packets assembled by the classroom teachers to complete. Many packets were personally delivered by school staff and, if requested, picked up by school staff. Completion again was optional.

Dual enrollment classes operated under the auspices of the higher education partner. If technology was an obstacle, the higher ed partner or the district worked to resolve the problem. Students enrolled in Niswonger online classes were polled for access to internet and/or device. Students without one or both were provided paper copies necessary to complete the courses. Paper copies were collected and scanned to the online teacher.

Note: High Quality Instructional Materials are in place for K-8 ELA and math. Secondary ELA is in the process of implementing High Quality Instructional Materials. However, the pandemic-related instructional gap reiterates the need for HQIM at the secondary level.

## Timeline

\* Provide a timeline for providing services to students and staff in public and non-public schools in the box below. (CARES Act § 18003 (B))

March 13 - Superintendent met with district staff to share what had been released concerning COVID-19 and school guidance.

Week of March 16 - Lauderdale County Schools are on Spring Break. Tennessee was declared a State of Emergency due to COVID-19. School districts across the state closed schools due to the Governor's executive order. District Staff met several days this week to work on a plan to close Lauderdale County Schools and develop a feeding plan to open three schools as feeding sites and running five buses to feed Lauderdale County Students during school shut down.

March 23 - Three school sites opened and food to cover two breakfasts and two lunches are given out to students.

March 25 - Three school sites are open and five buses run to provide students with meals to get them through the next two days.

March 27 - Three school sites are open and five buses run to provide students with meals to feed them for the next three days.

March 30 - May 21 Food days are Monday and Thursday of each week. On Monday, students are given enough food to get them through breakfast and lunches until the following Thursday. On Thursday, they are given enough items to feed them breakfast and lunch until the next Monday.

March 31, April 14, April 28, May 5, and May 19 - Student packets were created by grades. These packets were available online at the district website as well as parents could come to the school on designated days and times to pick up a hard copy. These packets were not asked to be returned for grading purposes. Participation in these academic packets were approximately 70% of the student population at all schools.

May 18 - Ripley High outdoor graduation. Two ceremonies with safe distancing guidelines followed.

May 19 - Halls High outdoor graduation. One ceremony with safe distancing guidelines followed.

April 9 - Present Administrators and District Staff meet once a week to go over the current COVID-19 school closure situation, decisions about final grades, graduations, CARES grant funding, developing procedures for 2020-2021 school year and how/when to communicate the 2020-2021 plan to the public.

July 2020 - As soon as CARES funds are received and total amount awarded is known, ordering items will start happening. Germ barriers, masks, gloves, sanitization, and cafeteria items will be the first things ordered and put in place. Online programs will be paid for so that the PD for teachers can be scheduled and take place during teacher inservice. Google Classroom PD is virtual, so that will be paid for and staff will complete these modules by the time they come back for teacher inservice so that training will not need to take teacher inservice time. Zoom rooms will be paid for and installation will begin at the schools on these rooms. ChromeBooks and items for devices will be ordered.

August 2020 - Teacher inservice will happen the first 10 working days of August. During this time, teachers will have sessions about how to sanitize their rooms, social distancing in classrooms, bus procedures, COVID-19 procedures, and how the classroom will look at this time. At this time, students are coming back on a staggered schedule. Once students arrive back, procedures of social distancing, cafeteria, classroom/hallway/restroom expectations will have to be explained. ChromeBooks are expected to arrive in August (due to high demand) so these will be readied for students. Students will learn and get oriented to Google Classroom for assignments and/or projects on their day they are not attending school. (These assignments will not be graded or students held accountable until new ChromeBooks are ready and available for students.)

September 2020 - All programs and devices purchased with CARES funds are in full implementation. Academic plans and programs are developed and put in place with CARES funds so that the academic learning was disturbed very little since our 20-21 school was hybrid due to COVID-19.

July 2021 - Carryover budgeted and used to continue the educational technology projects started with ESSER funds for the 21-22 school year.

This timeline is fluid due to the unknown factors that COVID-19 brings in the school setting.

## **Budget & Spending Plan**

The CARES funds are not intended to replace state/local funding but instead are intended to provide additional funding to address emergent needs resulting from COVID-19. With school closure decisions, districts likely had unanticipated budget surpluses (i.e. operations, transportation) that should be repurposed to support other expenditures arising from COVID-19 (i.e. food services, paper, postage, etc.). The expectation for CARES funding is that it should be utilized primarily for re-opening and learning acceleration to address gaps resulting from school closure.

\* In what areas has the LEA experienced significant budget-to-actual differences in state/local funds?

The district has been working to serve meals for the last 3 months to students who have been at home due to COVID-19 closures. Obviously, the operational budget for food service has seen a fairly steep decline in revenue since school closure. The district did see some savings in fuel costs, but spent extra dollars on labor costs to volunteer bus drivers and cafeteria workers. Although the district maintained salaries for these employees, they received additional pay for working on the front lines during the pandemic.

The district did see a slight decrease in utility costs during the pandemic, but it is worth noting that schools did remain open. Offices and cafeterias were operational and energy consumption was lower, but remained steady. For 2020-2021, local revenue will be decreased and the district will receive approximately \$125,000 less in local property tax revenue. As a

distressed county, our student population continues to decrease which has resulted in fewer BEP funds creating a more challenging situation for addressing the COVID-19 crisis.

\* How have these differences been repurposed to address related needs (i.e. custodial savings to sanitization costs, utilities and gas for buses (etc.) to nutrition).

Savings netted have been repurposed to offset COVID related expenditures. The district absorbed nearly \$75,000 in total losses through food services this Spring. Food service and transportation employees who worked during the school closure were paid an extra stipend for their efforts. These expenditures totaled approximately \$40,000 in additional salaries which were absorbed in both the normal operating general purpose and food service budgets.

\* Detail the LEA's projections for non-covered costs for the remainder of this fiscal year related to COVID.

- a. PPE for employees & students – \$10,000
- b. Disinfectant/Sanitizer for employees and students attending allowable events – \$7,500
- c. Protective screens for receptionists, etc. - \$3,000
- d. Stipends for Online Learning PD - \$23,000
- e. Touchless thermometer - \$2500

\* Detail the LEA's budget projections for COVID-related needs for the next fiscal year (consider the potential need for remedial learning, change in program decisions/delivery, fall resurgence of illness).

#### 1. Technology: **\$32,371.85**

COVID-19 has shown Lauderdale County Schools the need for more technology access and ability to teach and learn from an online platform. We were not able to do this during the last semester of the 2019-2020 school year when unexpected school closures occurred due to the COVID 19 virus. A parent survey sent out by the district shows that 77% of those that completed the survey would like to have virtual learning taking place if they do not feel comfortable sending their student to school in August. Also, 72% of parents surveyed said they did have a device at home that their student could use to complete academic work. When asked about having the correct Internet connection on the survey, 80% said they had the correct and sufficient Internet connection and speed to complete academic work from home if we started school on a staggered schedule or another complete closure due to COVID-19.

We would like to use a portion of the CARES funds to create options that will continue instructional support and learning through technology. By using the funds for these purposes, we would be addressing our technology need that is identified in our district plan at Strategy 1.6, 2.6, and 3.8.

For FY22, we would like to propose to use the remaining CARES funds for:

\*With the funds from CARES and other additional funding sources, Lauderdale County Schools purchased 3700 student Chromebooks. This created a 1:1 initiative for all students grade K-12. These Chromebooks were used for the 20-21 hybrid school year for instructional purposes at home and in the classroom. Also purchased with the same funds were sturdy Chromebook covers and carrying cases for the Chromebook to be put into for protection during transportation around, in, and out of school. When we had all students return the Chromebook and all included items for the first scheduled "check in" of equipment with the schools, we discovered that the carrying cases were not the correct size for the Chromebook and charger to fit. Many students also lost the carrying case during the school year. We need to replaced the carrying cases that were not returned after the 20-21 school year. We also were not able to order the full number of 3700 carrying cases on the original order due to funding and prioritizing Chromebooks to be paid in full first. We do have students that were never given a carrying case for their Chromebook and schools are seeing a need for all students to have these due to the repairs that were noted when everything was turned in before the summer of 2021. We are looking at purchasing **1,216 case/bags at \$23 each = \$27,971.85.**

\*In the original purchase of the 3700 Chromebooks and additional items, a charger cord came with the Chromebook that was sent home with the student. We used CARES funds to order additional charger cords to be used in the charging carts. During the 20-21 school year, students lost their assigned charging cord. This had to be replaced so that they could continue to use their Chromebook at home. We are in need of replacement charging cords at all schools. We hope to purchase 400 additional charging cords (50 per school plus 50 at the district office) to be used during the 21-22 school year as needed. These charger cords will cost \$20 each. This will expend **\$8,000.00** of our CARES funds for this school year.

\*Active panels (Smartboards) were purchased with ESSER funds for all academic classrooms in our school district. Due to the high demand of the Active panels, these did not arrive for installation until late May 2021 - June 2021. We have discovered that our laptops that are assigned to teachers do not have a compatible HDMI port for the Active panel to hook to. (The teacher laptops are approximately 5 years old.) We need to purchase an adapter that will allow the teacher laptop to work with the Active panel board and not have to go through our wireless network. (The expansion of our wireless network will be addressed with ESSER 3.0 funds. We have been told by the company that will handle the new wireless system, it could be mid-year before they are able to get to us due to high demand.) **200 adapters x \$7 = \$1,400.00**

## Spending Plan

After analyzing and repurposing other funding sources, develop the spending plan for the CARES funds aligned with the needs that emerged from the COVID-19 pandemic and your larger district plan.

\* Provide a description of the reasonable and necessary administrative activities and personnel (supplies, and equipment used to administer the grant program included). This includes the FTE and amount deducted from the grant.

NA

For each of the applicable focus areas below, indicate the amount in the space provided and include a narrative in the text box on how this focus area addresses the needs. NOTE: The combined amounts across the six areas should not exceed your LEA's allocation. A recommend allowable expenses document for the CARES Act may be accessed here.

### 1. Purchasing Education Technology (including hardware, software, and connectivity)

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

COVID-19 has shown Lauderdale County Schools the need for more technology access and ability to teach and learn from an online platform. We were not able to do this during the last semester of the 2019-2020 school year when unexpected school closures occurred due to the virus. A parent survey sent out by the district shows that 77% of those that completed the survey would like to have virtual learning taking place if they do not feel comfortable sending their student to school in August. Also, 72% of parents surveyed said they did have a device at home that their student could use to complete academic work. When asked about having the correct Internet connection on the survey, 80% said they had the correct and sufficient Internet connection and speed to complete academic work from home if we started school on a staggered schedule or another complete closure due to COVID-19.

We would like to use a portion of the CARES funds to create options that will continue instructional support and learning through technology. By using the funds for these purposes, we would be addressing our technology need that is identified in our district plan at Strategy 1.6, 2.6, and 3.8.

\*With the funds from CARES and other additional funding sources, Lauderdale County Schools purchased 3700 student Chromebooks. This created a 1:1 initiative for all students grade K-12. These Chromebooks were used for the 20-21 hybrid school year for instructional purposes at home and in the classroom. Also purchased with the same funds were sturdy Chromebook covers and carrying cases for the Chromebook to be put into for protection during transportation around, in, and out of school. When we had all students return the Chromebook and all included items for the first scheduled "check in" of equipment with the schools, we discovered that the carrying cases were not the correct size for the Chromebook and charger to fit. Many students also lost the carrying case



during the school year. We need to replaced the carrying cases that were not returned after the 20-21 school year. We also were not able to order the full number of 3700 carrying cases on the original order due to funding and prioritizing Chromebooks to be paid in full first. We do have students that were never given a carrying case for their Chromebook and schools are seeing a need for all students to have these due to the repairs that were noted when everything was turned in before the summer of 2021. We are looking at purchasing **1,216 case/bags at \$23 each = \$27,971.85.**

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## 2. Providing Summer Learning and Supplemental After School Programs (including online/distance learning)

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

## 3. Planning for Long-Term Closures

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

#### 4. Addressing the Unique Needs of Special Populations

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

#### 5. Providing Mental Health Supports

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

#### 6. Conducting Other Necessary Activities to maintain the operation of services, employing existing staff, coordinating activities, or providing principal and school leaders necessary resources. Note: items in this category will require more extensive rationale/support.

\$  Amount

Describe the proposed activities and use of funds. Explain how the effectiveness of the activities will be assessed and how these proposed activities align with either the health/safety or academic priority.

## Equitable Services

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

N/A: The LEA certifies that no non-public schools are geographically located in the LEA or that the LEA has communicated with all non-public schools geographically located in the LEA and none wish to participate in equitable services for this grant.

\* Describe the consultation process between the LEA and non-public/private schools regarding the CARES Act proportionate share. Include the important dates, modes of communication, and information provided to non-public/private school representatives. (Upload supporting documents in Related Documents section) (CARES Act § 18003 (B))

NBCC - 19-20 and 20-21

The district Federal Projects Director met with the non-public schools administration on April 29, 2020, to go over what details were known at the time about the CARES money, how much the non-public school might have available, what could these funds be used for, and signed papers moving forward with being able to get and use the non-public portion of the district's CARES money. They were told that more details would be known after the webinar on May 18, 2020.

May 21, 2020 - Non-public schools contacted to let them know that the webinar had taken place and as soon as the district started working on the CARES funding, they would be contacted about their part and how they want to spend it.

June 9, 2020 - Non-public school administration was notified by email and phone call that their designated amount was \$1,780.92. They were given the categories for choices of how these funds could be spent, what the district spending plans were, and how these same plans could benefit their school environment after COVID-19. They were told I needed their plan and narrative by June 11, 2020.

June 10, 2020 - Non-public school contacted Federal Project Director sharing that they wanted to spend their CARES funds on Purchasing Education Technology option. We discussed what options that included. I sent them an email with a budget of how much 6 ChromeBooks would cost with cover and case. This spent all of their funds

except \$10.92. They are going to answer the two narrative questions and get them back to me the next day for their section of the grant.

June 11, 2020 - I received the non-public school's narratives to go along with the budget. Their Equitable Services page will be typed and submitted with the rest of the grant.

January 15, 2021 - Met with NBCC to go over re-calculated proportionate share and the changes that reflects with their funds. (\$3,408.45) New documents reviewed and signed for this recalculation.

#### TRA

Winter Break 2020 - Received email notification that 21 students at Tipton Rosemark Academy are zoned to attend Lauderdale County Schools and attend this non-public school. They were inquiring about ESSER 1.0 funds for them.

January 2021 - Contacted Federal Projects Director that is associated with TRA. Talked to Headmaster at TRA. January 8, 2021, met with Headmaster of TRA to go over what academic services I could offer. I also sent with him our Free/reduced forms that we use to qualify students as low income for Title services at a non-public school. January 14, 2021, met with Headmaster to return forms. The 21 forms will returned with "not interested" on each form by the families. No ESSER 1.0 funds will be used at TRA due to no one qualifying per our process.

\$  \* Total Non-Public Share - Please see the Non-Public Share Worksheet template in Related Documents to calculate this amount, then enter it here.

\* Summarize the needs that non-public school(s) identified faced as a result of the COVID-19 crisis.

The COVID-19 crisis has had a serious impact on New Beginnings Christian Center's non-public school in that we had to close our school. The economic impact resulting from having to close is still being felt. In addition, our students are the ones who suffer the most because they are not being taught. It is our hope to put laptops in every students' home so that they will be able to take advantage of distant learning via the Internet.

#### CARES Focus Areas

\* Identify the focus area(s) that align(s) to identified needs of non-public schools to be provided with the CARES

Act funding.

- Purchasing Education Technology
- Summer/Supplemental Learning
- Planning for Long-Term Closures
- Unique Need of Special Populations
- Mental Health Supports
- Other Approved Activities

\* Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.

ChromeBooks are tools NBCC can use to help our students continue their academic instructions via the Internet. Students will be able to do research, interact with their teachers, and enhance their learning opportunities. NBCC students need to improve their reading and math skills. ChromeBooks allow NBCC students to download the math and reading software they need that is designed to enhance their learning. Safeguards/protocols will be put on the ChromeBooks to ensure Internet safety and avoid misuse.

FY22 - All non-public funds were spent by the school in the 20-21 school year. They had no carryover money.

Charter Schools

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

N/A: The LEA certifies that no public charter schools are geographically located in the district.

The CARES Act was intended to provide relief funding and support for all schools public - both traditional and charter. Answer the following questions:

\* 1. Outline the process used to ensure charter schools are receiving CARES Act benefits equal to their traditional public school counterparts.

\* 2. What prioritized needs of its charter schools did the LEA identify during the pandemic?

\* Focus Areas





- Purchasing Education Technology
- Summer/Supplemental Learning
- Planning for Long-Term Closures
- Unique Need of Special Populations
- Mental Health Supports
- Other Approved Activities

\* Describe how the items/use of funds selected above align with the identified needs and how the effectiveness of each activity will be assessed.

Related Documents

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)**

**Optional Documents**

Type	Document Template	Document/Link
Affirmation of Timely/Meaningful Consultation [Upload up to 5 document(s)]	 <a href="#"><u>Affirmation of Meaningful Private School Consultation</u></a>	
Intent to participate forms [Upload up to 5 document(s)]	N/A	
Equitable Services Calculation Worksheet – Total Enrollment [Upload up to 1 document(s)]	 <a href="#"><u>Equitable Services Calculation – Total Enrollment</u></a>	
Equitable Services Calculation Worksheet – Title I, Part A Formula [Upload up to 1 document(s)]	 <a href="#"><u>Equitable Services Calculation Worksheet – Title I, Part A Formula</u></a>	
ESSER Fund Non-Public School Agreement	 <a href="#"><u>ESSER Fund Non-Public School Agreement</u></a>	

## Assurances

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER)

\* The local education agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:

#### Assurances

1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
2. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available [here](#).
3. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and [F&A Accounts Policy 03](#).
4. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
5. Grant funds will not be expended in any manner other than as outlined in the budgeted section of the approved grant application will only be made for allowable costs. Any changes to the original budget must be pre-approved by the State before line items are modified. District acknowledges that this program is subject to funds availability and that the State reserves the right to terminate program activities and expenditures for convenience at any time.
6. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in CMIA 7211R rule.
7. Keep such records, and provide such information to the State, as may be reasonably required for fiscal audit, data reporting, and program evaluation.
8. Program activities, expenditures, and records shall be subject to monitoring by the State. Districts must maintain



documentation of all expenditures and should submit this documentation with the final report.

9. Activities should align with the intent and purpose of the CARES Act as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the CARES Act align with the ESEA, IDEA, and CTE, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards. (CARES Act § 18003 (B))

10. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

11. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

12. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and

13. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

### **Charter Assurances (if applicable)**

1. The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in CARES Act grant.

2. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.

3. The charter school will comply with all requirements associated with the funding source as a condition for the State to receive any of the federal funds.

4. The charter school will maintain accurate and timely project records which document progress in implementing this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

### **Non-Public Schools (if applicable)**

1. The LEA has engaged in timely and meaningful consultation pertaining to the CARES Act and maintains all required documentation to support such consultation. (CARES Act § 18005 (B))

2. The LEA will ensure that all supported activities are approved and provided in a timely fashion and in accordance

with agreements made as a result of meaningful consultation with non-public/private school representatives.  
(CARES Act § 18005 (B))

3. The LEA will obligate all non-public/private school funds during the fiscal year in which allocated and in support of activities agreed upon as a result of required consultation. (CARES Act § 18005 (B))

4. The LEA will engage in ongoing consultation with participating non-public/private school representatives as necessary to ensure continued communication, monitor agreed-upon activities, and to determine the effectiveness of provided activities. (CARES Act § 18005 (B))

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) Checklist**

This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

**General Checklist Comment**

No comments have been made at this time

**Checklist Description (Collapse All Expand All)**

**1. Allocations** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Allocation

**2. Cover Page/Contacts** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Cover Page

**3. Budget** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Budget & Budget Narratives

**4. Program Details** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Program Details

**5. Equitable Services** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Program Details

2. Related Documents- Non-Public Districts Only: Affirmation of Timely/Meaningful Consultation (min 0 max 1) Intent to Participate Form (min 0 max 1) Equitable Services Set-Aside Spreadsheet (min 0 max 1)

**6. Charter Schools** Not Applicable  Debbly Thompson 8/17/2021 5:19:54 AM

1. Charter Schools

**7. Data Collection and Planning** OK  Debbly Thompson 8/17/2021 5:19:54 AM

1. Data Collection and Planning

**8. Assurances** OK  Debbly Thompson 8/17/2021



## History Log

## Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/17/2021 8:10:23 AM	Debby Thompson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Director Approved'.	S
	11/16/2021 7:50:27 AM	Julia Hudson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Approved'.	S
<input type="checkbox"/>	11/12/2021 7:44:55 AM	Shawn Kimble	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	11/12/2021 7:44:55 AM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S
	11/11/2021 2:20:33 PM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	11/11/2021 2:18:46 PM	Samantha Culver	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/11/2021 1:50:20 PM	Julia Hudson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	11/11/2021 1:31:48 PM	Shawn Kimble	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	11/11/2021 1:31:48 PM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S
	11/11/2021 9:32:54 AM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	11/11/2021 9:31:38 AM	Samantha Culver	Status changed to 'Draft Completed'.	S
	11/9/2021 12:01:38 PM	Julia Hudson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	11/8/2021 10:58:46 AM	Shawn Kimble	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/8/2021 10:58:46 AM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S
	11/8/2021 10:22:48 AM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	11/8/2021 10:02:50 AM	Samantha Culver	Status changed to 'Draft Completed'.	S
	11/8/2021 9:05:24 AM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Returned Not Approved'.	S
	11/5/2021 2:08:00 PM	Samantha Culver	Status changed to 'Draft Completed'.	S
	11/4/2021 12:18:28 PM	Julia Hudson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	11/1/2021 1:24:27 PM	Shawn Kimble	Agreed to "Upon submission of this funding application, I attest that the facts, figures, and representations made in this application, including exhibits, attachments, and assurances herein, are accurate to the best of my knowledge. The local School Board of Education will review and approve this application and this action will be recorded in the official minutes of the local educational agency's board meeting."	C
	11/1/2021 1:24:27 PM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	11/1/2021 9:36:04 AM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	11/1/2021 7:38:48 AM	Samantha Culver	Status changed to 'Draft Completed'.	S
	10/20/2021 4:26:33 PM	Julia Hudson	Status changed to 'TDOE Elementary and Secondary School Emergency Relief (ESSER) 3.0 Consultant Returned Not Approved'.	S
<input type="checkbox"/>	8/26/2021 2:39:38 PM	Shawn Kimble	Agreed to "By submitting this automated application, the local education agency representatives assure that the application will be authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/26/2021 2:39:38 PM	Shawn Kimble	Status changed to 'LEA Authorized Representative Approved'.	S
	8/26/2021 2:16:03 PM	Rick Gilliland	Status changed to 'LEA Fiscal Representative Approved'.	S
	8/26/2021 2:12:53 PM	Samantha Culver	Status changed to 'Draft Completed'.	S



Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	5/11/2021 1:33:27 PM	Samantha Culver	Status changed to 'Draft Started'.	S
	4/15/2021 10:31:53 AM	Spencer Yonce	Status changed to 'Not Started'.	S

Allocations

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Allocations**

	(1)	<u>ESSER 3.0</u>	Total
<b>Original</b>		\$13,389,602.17	\$13,389,602.17
<b>Incoming Carryover</b>		\$0.00	\$0.00
<b>Outgoing Carryover</b>		\$0.00	\$0.00
<b>Reallocated</b>		\$0.00	\$0.00
<b>Additional</b>		\$0.00	\$0.00
<b>Released</b>		\$0.00	\$0.00
<b>Consortium</b>		\$0.00	\$0.00
<b>Forfeited</b>		\$0.00	\$0.00
<b>FER Released</b>		\$0.00	\$0.00
<b>Total</b>		\$13,389,602.17	\$13,389,602.17

Cover Page

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**LEA ID#**

490

**LEA Name**

Lauderdale County

**LEA Official Address**

Street

321 Armory St

City

Ripley

Zip Code

38063

Phone

731-635-2941

LEA Website

www.lced.net

**Director of Schools**

Name

Shawn Kimble

Email

skimble@k12.lced.net

Phone

731-635-2941

**ESSER 3.0 Point of Contact**

Name

Samantha Culver

Email

sculver@k12.lced.net

Phone

731-635-2941

**\* Anticipated Health and Safety Plan URL/Link**

<https://www.lced.net/browse/248757>

The American Rescue Plan Act (ARPA) Act funds available through this grant are one-time grant funds made available through the U.S. Department of Education. All funds should be used for the unique needs identified by LEAs during the COVID-19 pandemic. American Rescue Plan Act (ARPA) funds are intended to support the academic and non-academic needs of students and to help LEAs and schools prepare for re-entry and continuous learning for the upcoming 2021-22 school year.

Budget

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Indirect Cost**

Total Contributing to Indirect Cost	\$6,284,241.11
Indirect Cost Rate	11.11%
Maximum Allowed for Indirect Cost	\$637,802.80

<b>Account Number</b>	<b>Total</b>
71100 - Regular Instruction Program	\$5,664,807.92
71150 - Alternative Instruction Program	\$0.00
71200 - Special Education Program	\$0.00
71300 - Vocational Education Program	\$0.00
72110 - Attendance	\$0.00
72120 - Health Services	\$155,954.96
72130 - Other Student Support	\$0.00
72210 - Support Services/Regular Instruction Program	\$342,823.93
72215 - Support Services/Alternative Instruction Program	\$0.00
72220 - Support Services/Special Education Program	\$26,530.00
72230 - Support Services/Vocational Education Program	\$240,000.00
72250 - Education Technology	\$560,233.80
72260 - Support Services/Adult Education Program	\$0.00

72320 - Office of the Superintendent	\$0.00
72410 - Office of the Principal	\$0.00
72510 - Fiscal Services	\$0.00
72520 - Human Resources/Personnel	\$0.00
72610 - Operation of Plant	\$0.00
72620 - Maintenance of Plant	\$0.00
72710 - Transportation	\$593,890.50
73100 - Food Service	\$0.00
73300 - Community Services	\$0.00
73400 - Early Childhood Education	\$0.00
76100 - Regular Capital Outlay	\$5,711,000.00
99100 - Transfers Out	\$94,361.06
<b>Total</b>	\$13,389,602.17
<b>Adjusted Allocation</b>	\$13,389,602.17
<b>Remaining</b>	\$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

71100 - Regular Instruction Program - \$5,664,807.92 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	71100 - Regular Instruction Program	High Dosage Tutoring grades 1-8 (2022, 2023, 2024) - 50 headcount/6.5 FTE teacher stipends each year = \$380,000.00 x 3 years = \$1,140,000.00  TN All Corps
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,140,000.00	
<b>Line Item Total:</b>	\$1,140,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	189 - Other Salaries & Wages	

<b>Number:</b>		<p>will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p> <p>Summer Learning Camps and Bridge Camps (2022, 2023, 2024) grades 1-8 - approximately 90 headcount/9.0 FTE teachers each year - teacher stipends: \$315,000.000 total for 3 years</p> <p>Targeted Learning Series 2021 (grades 1-12) - approximately 50 headcount/1.15 FTE teacher stipends: \$121,025.00 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p>
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$606,999.62	
<b>Line Item Total:</b>	\$606,999.62	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>STREAM camps grades 1-8 (2022, 2023, 2024) - approximately 50 headcount/6.5 FTE teacher stipends: \$285,000.00 total for 3 years</p>
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$285,000.00	
<b>Line Item Total:</b>	\$285,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Accelerated high dosage tutoring grades 1-8 (2022, 2023, 2024) - approximately 10 headcount/1.3 FTE teacher stipends: \$285,000.00 total for 3 years</p> <p>TN All Corps</p>
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$285,000.00	
<b>Line Item Total:</b>	\$285,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	189 - Other Salaries & Wages	



<b>Number:</b>		TN All Corps
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$150,000.00	
<b>Line Item Total:</b>	\$150,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Summer Learning Camps, Bridge, STREAM, and High School Camps 2021 (grades 1-8) - approximately 30 headcount/3.0 FTE educational assistants stipend: \$17,935.50 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p> <p>Summer Learning Camps and Bridge Camps grades 1-8 (2022, 2023, 2024) - approximately 37 headcount/3.7 FTE educational assistants each year - EA stipends: \$120,000.00 total for 3 years</p>
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$137,935.50	
<b>Line Item Total:</b>	\$137,935.50	
<b>Account Number:</b>	71100 - Regular Instruction Program	Accelerated high dosage tutoring grades 1-8 (2022, 2023, 2024) - approximately 3 headcount/.39 FTE educational assistants each year - stipends: \$60,000.00 total for 3 years  TN All Corps
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$60,000.00	
<b>Line Item Total:</b>	\$60,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	201 - Social Security	TN All Corps

<b>Number:</b>		
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$79,980.00	
<b>Line Item Total:</b>	\$79,980.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Social security benefits for:
<b>Line Item Number:</b>	201 - Social Security	Summer Learning Camps 2021 - \$3497.75 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	Summer Learning and Bridge Camps 2022, 2023, 2024 - \$26,970.00 total for 3 years
<b>Optional Program Code:</b>		Targeted Learning Series 2021 - \$7,503.55 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)
<b>Location:</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$37,971.30	
<b>Line Item Total:</b>	\$37,971.30	
<b>Account Number:</b>	71100 - Regular Instruction Program	SS benefits for Accelerated High Dosage tutoring 2022, 2023, 2024 - \$21,390.00 total for 3 years  TN All Corps
<b>Line Item Number:</b>	201 - Social Security	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$21,390.00	
<b>Line Item Total:</b>	\$21,390.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	201 - Social Security	

<b>Number:</b>		
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$17,670.00	
<b>Line Item Total:</b>	\$17,670.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Retirement benefits for High Dosage tutoring 2022, 2023, 2024 - \$123,420.00 total for 3 years
<b>Line Item Number:</b>	204 - State Retirement	TN All Corps
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$123,420.00	
<b>Line Item Total:</b>	\$123,420.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	State retirement benefits for:
<b>Line Item Number:</b>	204 - State Retirement	Summer Learning Camps 2021 - \$6664.23 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	Summer Learning and Bridge Camps 2022, 2023, 2024 - \$37,245.00 total for 3 years
<b>Optional Program Code:</b>		Targeted Learning Series 2021 - \$12,465.58 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$56,374.81	
<b>Line Item Total:</b>	\$56,374.81	
<b>Account Number:</b>	71100 - Regular Instruction Program	Retirement benefits for Accelerated High dosage tutoring 2022, 2023, 2024 - \$31,755.00 total for all 3 years
<b>Line Item</b>	204 - State Retirement	TN All Corps

<b>Number:</b>		
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$31,755.00	
<b>Line Item Total:</b>	\$31,755.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	State retirement benefits for:
<b>Line Item Number:</b>	204 - State Retirement	STREAM camps 2022, 2023, 2024 - \$29,355.00 total for 3 years
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$29,355.00	
<b>Line Item Total:</b>	\$29,355.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Medicare benefits for High dosage tutoring 2022, 2023, 2024 - \$18,705.00 total for 3 years</p> <p>TN All Corps</p>
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$18,705.00	
<b>Line Item Total:</b>	\$18,705.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item</b>	212 - Employer Medicare	



<b>Number:</b>		<p>ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p> <p>Summer Learning and Bridge Camps 2022, 2023, 2024 - \$6,307.50 total for 3 years</p> <p>Targeted Learning Series 2021 - \$1,754.86 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p>
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$8,990.26	
<b>Line Item Total:</b>	\$8,990.26	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Medicare benefits for Accelerated High dosage tutoring 2022, 2023, 2024 - \$5,002.50</p> <p>TN All Corps</p>
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>	TN All Corps	
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,002.50	
<b>Line Item Total:</b>	\$5,002.50	
<b>Account Number:</b>	71100 - Regular Instruction Program	Employer medicare benefits for:
<b>Line Item Number:</b>	212 - Employer Medicare	STREAM camps 2022, 2023, 2024 - \$4,132.50
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$4,132.50	
<b>Line Item Total:</b>	\$4,132.50	
<b>Account Number:</b>	71100 - Regular Instruction Program	Annual contract fees for:
<b>Line Item</b>	399 - Other Contracted Services	*Niswonger - upper level courses offered through partnerships with Institutions of Higher Education for advanced placement

<b>Number:</b>		<p>and CTE courses. Students pay their own tuition. These funds are designated as pay for Niswonger teacher to teach the course. The program will be assessed by increased student grades, students attaining additional credits, and quarterly progress reports. (\$12,500.00)</p> <p>*Accelerated Learning: LCS will offer students in grade band 9-12 the opportunity to accelerate learning through summer dual enrollment partnerships through University of Tennessee at Martin, Dyersburg State, and Niswonger. All are accredited educational institutions. This program will be assessed by increased students grades, students attaining additional credits, and quarterly progress reports. (\$5,000.00)</p>
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$17,500.00	
<b>Line Item Total:</b>	\$17,500.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Geodes - Supplies and materials for this K-2 program. Examples, but not limited to: decodable text, Geodes books, sight word cards, spelling materials, etc. Will be assessed by an increase in EOY STAR levels, EL Skills Block and AimsWeb scores that are assessed 3 times a year. \$114,545.00</p>
<b>Line Item Number:</b>	429 - Instructional Supplies & Materials	
<b>Focus Area:</b>	High Quality Instructional Material...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$114,545.00	
<b>Line Item Total:</b>	\$114,545.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Math 9-12 - adoption of high quality instructional materials in math associated with the chosen curriculum. \$30,000.00
<b>Line Item Number:</b>	429 - Instructional Supplies & Materials	Eureka Math - New modules to identify gaps in learning as well as progress on Essential Foundational Knowledge (EFK). Equip/Affirm and inSync for an additional year of access. \$44,300.00
<b>Focus Area:</b>	High Quality Instructional Material...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$74,300.00	
<b>Line Item Total:</b>	\$74,300.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	EL Skills Block - grades K-2 - supplies and materials needed for this program. Examples of, but not limited to: consumable grade level decodable text, teacher manuals, resource guides, paper/pencil diagnostic assessments, paper/pencil spelling,
<b>Line Item</b>	429 - Instructional Supplies & Materials	

<b>Number:</b>		<p>decoding, and phonological awareness assessments, EL Skills flex curriculum, etc. Assessment of program will be seen in growth, or lack there of, in the students' EOY reading level. \$29,820.00</p> <p>ELA texts - grades 9-12 - student novels associated with the ELA curriculum will be purchase with these funds. \$30,000.00</p>
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$59,820.00	
<b>Line Item Total:</b>	\$59,820.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>Social Studies text - grades 6-8 individual consumable textbooks \$42,000.00</p>
<b>Line Item Number:</b>	449 - Textbooks - Bound	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$42,000.00	
<b>Line Item Total:</b>	\$42,000.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Annual contract fees for:
<b>Line Item Number:</b>	471 - Software	Eureka Math - access for K-5 students and teachers in the district - \$22,077.00
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	iReady Reading Diagnostic - access for 6-8 students and teachers in the district. Component used to meet students at their grade level to intervene concerning learning loss and promote individual growth - \$159,216.30
<b>School Type:</b>	Traditional Public School	*W&W: W&W (ELA) inSync Grades K-5 and Grades 6-8 provides teachers and students with an in-person learning tool to supplement and support learning in knowledge and vocabulary. Using these high-quality support materials accelerates learning and provides a tool for teachers to continuously address gaps in content. Teachers may assign inSync videos and other resources before or after in class learning to front load, reinforce, or review lesson content increasing progress toward mastery of standards/objectives for each student. (\$35,600.00 for 2 years) Teacher digital subscription gives each teacher access to utilize all the inSync resources needed. This program will be assessed by gains and/or losses of student scores on TN Ready. (\$17,820.00 for 2 years) Total for 2 years = \$53,420.00
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$234,713.30	
<b>Line Item Total:</b>	\$234,713.30	
<b>Account</b>	71100 - Regular Instruction Program	Annual contract fee for:

<b>Number:</b>		<p>Ready Math Curriculum - grades 6-8 - lessons with interactive video tutorials. Used during classroom instruction. Formative practice checks for understanding and standards practice that can be assigned by the teacher. Teachers assign lessons as needed for front loading prior to in-class learning, reinforce learning after classroom instruction, or support absent or quarantined students during COVID. \$121,455.00 for 22, 23, 24</p>
<b>Line Item Number:</b>	471 - Software	
<b>Focus Area:</b>	High Quality Instructional Material...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$121,455.00	
<b>Line Item Total:</b>	\$121,455.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item Number:</b>	471 - Software	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program</b>		

<b>Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$108,500.00	
<b>Line Item Total:</b>	\$108,500.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Annual contract fee for:
<b>Line Item Number:</b>	471 - Software	Edmentum - grades 9-12 - The continuous use of state standard aligned courses with in-class instructional resources for high school content areas. \$75,000.00 for 3 years
<b>Focus Area:</b>	High Quality Instructional Material...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$75,000.00	
<b>Line Item Total:</b>	\$75,000.00	
<b>Account</b>	71100 - Regular Instruction Program	Annual contract fee for:



<b>Number:</b>		Lexia district license - blended learning programs that aim to accelerate the development of fundamental literacy skills grades K-12. This program will be assessed by number of students testing out of intervention tiers. \$69,300.00
<b>Line Item Number:</b>	471 - Software	
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$69,300.00	
<b>Line Item Total:</b>	\$69,300.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item Number:</b>	471 - Software	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program</b>		

<b>Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$44,815.40	
<b>Line Item Total:</b>	\$44,815.40	
<b>Account Number:</b>	71100 - Regular Instruction Program	3500 hard protective covers x \$22 each = \$77,000.00 to be purchased to use on the student Chromebooks
<b>Line Item Number:</b>	499 - Other Supplies and Materials	3500 bags for student to carry Chromebooks in for added protection x \$11.97 each = \$41,880.00
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$118,880.00	
<b>Line Item Total:</b>	\$118,880.00	
<b>Account</b>	71100 - Regular Instruction Program	Targeted Learning Series 2021 - Supplies and materials

<b>Number:</b>		<p>needed for this program. Examples of items, but not limited to: glue, markers, pencils, rulers, sticky notes, notebooks, paper, etc. \$5,000.00 (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)</p> <p>High dosage tutoring 2022, 2023, 2024 - Supplies and materials needed for this program. Examples of items, but not limited to: reading journals, sticky notes, highlighters, pencils, 3 ring notebooks, paper, etc. \$29,645.16 total for 3 years</p> <p>Summer Learning and Bridge Camps 2022, 2023, 2024 - Supplies and materials needed for this program. Examples of items, but not limited to: chapter books for literacy, glue, highlighters, notebooks, paper, pencils, etc. \$11,076.00 total for 3 years</p>
<b>Line Item Number:</b>	499 - Other Supplies and Materials	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$45,721.16	
<b>Line Item Total:</b>	\$45,721.16	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item Number:</b>	499 - Other Supplies and Materials	<p>STREAM camps 2022, 2023, 2024 - Supplies and materials needed for this camp. Examples, but not limited to: dish soap, starch, eye droppers, baking soda, vegetable oil, craft sticks, planter pots, felt, seeds, paper clips, safety glasses, paper towels, ziploc bags, cotton balls, glitter, markers, straws, rubber bands, cups, construction paper, Kleenex, scissors, pencils, crayons, glue, 3 ring binders, index cards, aluminum foil, pipe cleaners, toothpicks, tape, etc. \$23,842.50 total for 3 years.</p> <p>Accelerated tutoring/High dosage tutoring 2022, 2023, 2024 - Supplies and materials needed for this program. Examples,</p>
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program</b>		

<b>Code:</b>		but not limited to: 3 ring binders, highlighters, sticky notes, notebooks, paper, pencils, etc. \$3,838.50 total for 3 years
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$27,681.00	
<b>Line Item Total:</b>	\$27,681.00	
<b>Account Number:</b>	71100 - Regular Instruction Program	Early College - Supplies and materials for this program. Examples, but not limited to: College books, etc. \$22,500.00
<b>Line Item Number:</b>	499 - Other Supplies and Materials	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$22,500.00	
<b>Line Item Total:</b>	\$22,500.00	
<b>Account</b>	71100 - Regular Instruction Program	Eureka Math - one year (21-22) of student consumable

<b>Number:</b>		workbooks to support student learning and address areas of learning loss \$44,815.40
<b>Line Item Number:</b>	599 - Other Charges	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$44,815.40	
<b>Line Item Total:</b>	\$44,815.40	
<b>Account Number:</b>	71100 - Regular Instruction Program	
<b>Line Item Number:</b>	599 - Other Charges	
<b>Focus Area:</b>	High Quality Instructional Material...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program</b>		

<b>Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$43,580.17	
<b>Line Item Total:</b>	\$43,580.17	
<b>Account Number:</b>	71100 - Regular Instruction Program	<p>3500 student Chromebooks (to replace the ones given to students with ESSER 1.0 funds in 2020-2021) x \$250.00 each = \$875,000.00. This replacement will happen in the third year of our ESSER 3.0 funds so that we can upgrade student Chromebooks before ESSER funds are no longer available.</p> <p>Miscellaneous technology items needed in classrooms for educational purposes. Example, but not limited to: document cameras (10 x \$150 = \$1,500.00), iPads (25 x \$300 = \$7,500.00), active panel answer control handsets (100 x \$160.00 each = \$16,000.00), etc. \$25,000.00</p>
<b>Line Item Number:</b>	722 - Regular Instruction Equipment	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$900,000.00	
<b>Line Item Total:</b>	\$900,000.00	
<b>Account</b>	71100 - Regular Instruction Program	400 teacher MacBook Air laptops with 3 year warranty x

<b>Number:</b>		\$1,000.00 = \$400,000.00. These laptops will be used by teachers in the instructional setting for in person classes.
<b>Line Item Number:</b>	722 - Regular Instruction Equipment	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$400,000.00	
<b>Line Item Total:</b>	\$400,000.00	

**Total for 71100 - Regular Instruction Program:** \$5,664,807.92

**Total for all other Account Numbers:** \$7,724,794.25

**Total for all Account Numbers:** \$13,389,602.17

**Adjusted Allocation:** \$13,389,602.17

**Remaining:** \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72120 - Health Services - \$155,954.96 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72120 - Health Services	Mental Health Director Salary for FY23 and FY24 \$125,881.68
<b>Line Item Number:</b>	105 - Supervisor / Director	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$125,881.68	
<b>Line Item Total:</b>	\$125,881.68	
<b>Account Number:</b>	72120 - Health Services	
<b>Line Item</b>	201 - Social Security	



<b>Number:</b>		
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$7,466.40	
<b>Line Item Total:</b>	\$7,466.40	
<b>Account Number:</b>	72120 - Health Services	Retirement benefits for Mental Health Director for FY23 and FY24
<b>Line Item Number:</b>	204 - State Retirement	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,035.20	
<b>Line Item Total:</b>	\$5,035.20	
<b>Account Number:</b>	72120 - Health Services	Medical insurance benefits for Mental Health Director for FY23 and FY24
<b>Line Item Number:</b>	207 - Medical Insurance	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$10,825.68	
<b>Line Item Total:</b>	\$10,825.68	
<b>Account Number:</b>	72120 - Health Services	Medicare benefits for Mental Health Director for FY23 and FY24
<b>Line Item</b>	212 - Employer Medicare	

<b>Number:</b>		
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,746.00	
<b>Line Item Total:</b>	\$1,746.00	
<b>Account Number:</b>	72120 - Health Services	Professional development, training, and conferences to support and grow the one district FTE Mental Health Director in the areas of trauma, bullying, COVID trauma and effects, etc. These trainings may include, but are not limited to: Trauma Informed Schools, Life Skills Training, Social Emotion Learning, Restorative Practices and Circles, etc. \$5,000.00
<b>Line Item Number:</b>	524 - In-Service / Staff Development	
<b>Focus Area:</b>	Providing Mental Health Supports	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$5,000.00	
<b>Line Item Total:</b>	\$5,000.00	

	<b>Total for 72120 - Health Services:</b>	\$155,954.96
	<b>Total for all other Account Numbers:</b>	\$13,233,647.21
	<b>Total for all Account Numbers:</b>	\$13,389,602.17
	<b>Adjusted Allocation:</b>	\$13,389,602.17
	<b>Remaining:</b>	\$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72210 - Support Services/Regular Instruction Program - \$342,823.93 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	2 clerical staff paid stipends of \$4,800.00 each for ESSER grant management. Total for 3 years \$28,800.00
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$28,800.00	
<b>Line Item Total:</b>	\$28,800.00	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	
<b>Line Item</b>	189 - Other Salaries & Wages	

<b>Number:</b>		
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$14,400.00	
<b>Line Item Total:</b>	\$14,400.00	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	Social security benefits for 1 staff administering ESSER grant for 3 years \$892.80 SS benefits for 2 clerical staff for ESSER grant management. Total for 3 years \$1,785.60
<b>Line Item Number:</b>	201 - Social Security	
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,678.40	
<b>Line Item Total:</b>	\$2,678.40	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	Retirement benefits for 1 staff administering ESSER grant for 3 years \$1,483.20 Retirement benefits for 2 clerical staff for ESSER grant management. Total for 3 years \$1,152.00
<b>Line Item Number:</b>	204 - State Retirement	
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,635.20	
<b>Line Item Total:</b>	\$2,635.20	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	
<b>Line Item</b>	212 - Employer Medicare	

<b>Number:</b>		
<b>Focus Area:</b>	Administrative Cost (5% limit)	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$626.40	
<b>Line Item Total:</b>	\$626.40	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	Summer Learning and Bridge Camps 2022, 2023, 2024 - professional development and training with the curriculum and materials being used during this program. \$7,500.00 total for 3 years
<b>Line Item Number:</b>	524 - In-Service / Staff Development	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	High dosage tutoring 2022, 2023, 2024 - professional development and training with TN ALL Corps, curriculum, and materials being used during this program. \$15,000.00 total for 3 years
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		Edmentum professional development for approximately 40 staff. This will help teachers utilize the credit recovery component and navigate key features as well as share best practice tips. \$53,000.00
<b>Location</b>	Lauderdale County (490)	



<b>Code:</b>		Google Expert Certification professional development and training for approximately 272 staff \$93,183.93
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$168,683.93	
<b>Line Item Total:</b>	\$168,683.93	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	TNTP - Professional development and training to support literacy for students in grades 9-12. \$100,000.00
<b>Line Item Number:</b>	524 - In-Service / Staff Development	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$100,000.00	
<b>Line Item Total:</b>	\$100,000.00	
<b>Account Number:</b>	72210 - Support Services/Regular Instruction Program	STREAM camp 2022, 2023, 2024 - Professional development and training for materials and curriculum used during these camps. \$15,000.00 total for 3 years
<b>Line Item</b>	524 - In-Service / Staff Development	

<b>Number:</b>		CTE Camps - Professional development and training for staff (New Teacher Training, STEM Training, Work Based Learning, etc.) concerning the materials and curriculum used during this program. \$10,000.00 total for 2 years
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$25,000.00	
<b>Line Item Total:</b>	\$25,000.00	

**Total for 72210 - Support Services/Regular Instruction Program:** \$342,823.93

**Total for all other Account Numbers:** \$13,046,778.24

**Total for all Account Numbers:** \$13,389,602.17

**Adjusted Allocation:** \$13,389,602.17

**Remaining:** \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72220 - Support Services/Special Education Program - \$26,530.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72220 - Support Services/Special Education Program	Salary for one district FTE School Psychologist Intern \$21,000.00
<b>Line Item Number:</b>	124 - Psychological Personnel	
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$21,000.00	
<b>Line Item Total:</b>	\$21,000.00	
<b>Account Number:</b>	72220 - Support Services/Special Education Program	
<b>Line Item</b>	201 - Social Security	

<b>Number:</b>		
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,240.00	
<b>Line Item Total:</b>	\$1,240.00	
<b>Account Number:</b>	72220 - Support Services/Special Education Program	Medicare for one district FTE School Psychologist Intern
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$290.00	
<b>Line Item Total:</b>	\$290.00	
<b>Account Number:</b>	72220 - Support Services/Special Education Program	Travel expense between school buildings in our district for School Psych Intern
<b>Line Item Number:</b>	355 - Travel	
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,000.00	
<b>Line Item Total:</b>	\$1,000.00	
<b>Account Number:</b>	72220 - Support Services/Special Education Program	Supplies and materials needed for one district FTE School Psychologist Intern. Examples, but not limited to: board games, books for students to read and discuss, visual aides, puppets, etc.
<b>Line Item</b>	499 - Other Supplies and Materials	

<b>Number:</b>		
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,000.00	
<b>Line Item Total:</b>	\$2,000.00	
<b>Account Number:</b>	72220 - Support Services/Special Education Program	Professional Development fees for School Psych Intern (Examples, but not limited to: Testing Protocol Meetings, SEPD Procedures, Report Analysis and Writing Reports, Functional behavior Assessment, Behavior Intervention Plans, etc.)
<b>Line Item Number:</b>	524 - In-Service / Staff Development	
<b>Focus Area:</b>	Addressing the Unique Needs of Spec...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,000.00	
<b>Line Item Total:</b>	\$1,000.00	

**Total for 72220 - Support Services/Special Education Program:** \$26,530.00

**Total for all other Account Numbers:** \$13,363,072.17

**Total for all Account Numbers:** \$13,389,602.17

**Adjusted Allocation:** \$13,389,602.17

**Remaining:** \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72230 - Support Services/Vocational Education Program - \$240,000.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72230 - Support Services/Vocational Education Program	CTE Inspiration Camps (2022, 2023) - Local initiative to prepare all students with the knowledge, skills, and habits to successfully pursue the career path of their choice. Approximately 10 headcount/7.5 FTE teachers for this program. \$190,000.00 total for 2 years
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$190,000.00	
<b>Line Item Total:</b>	\$190,000.00	
<b>Account Number:</b>	72230 - Support Services/Vocational Education Program	
<b>Line Item</b>	201 - Social Security	



<b>Number:</b>		
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$11,780.00	
<b>Line Item Total:</b>	\$11,780.00	
<b>Account Number:</b>	72230 - Support Services/Vocational Education Program	State retirement benefits for CTE Inspiration Camps staff \$19,570.00 total for 2 years
<b>Line Item Number:</b>	204 - State Retirement	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$19,570.00	
<b>Line Item Total:</b>	\$19,570.00	
<b>Account Number:</b>	72230 - Support Services/Vocational Education Program	Employer Medicare for CTE Inspiration Camps staff \$2,755.00 total for 2 years
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,755.00	
<b>Line Item Total:</b>	\$2,755.00	
<b>Account Number:</b>	72230 - Support Services/Vocational Education Program	
<b>Line Item</b>	499 - Other Supplies and Materials	

<b>Number:</b>	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...
<b>School Type:</b>	Traditional Public School
<b>Optional Program Code:</b>	
<b>Location Code:</b>	Lauderdale County (490)
<b>Quantity:</b>	1.00
<b>Cost:</b>	\$15,895.00
<b>Line Item Total:</b>	\$15,895.00

<b>Total for 72230 - Support Services/Vocational Education Program:</b>	\$240,000.00
<b>Total for all other Account Numbers:</b>	\$13,149,602.17
<b>Total for all Account Numbers:</b>	\$13,389,602.17
<b>Adjusted Allocation:</b>	\$13,389,602.17
<b>Remaining:</b>	\$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72250 - Education Technology - \$560,233.80 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72250 - Education Technology	Salary for Technology Director for 2022, 2023, and 2024 \$233,608.32
<b>Line Item Number:</b>	105 - Supervisor / Director	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$233,608.32	
<b>Line Item Total:</b>	\$233,608.32	
<b>Account Number:</b>	72250 - Education Technology	
<b>Line Item</b>	201 - Social Security	

<b>Number:</b>		
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$14,136.48	
<b>Line Item Total:</b>	\$14,136.48	
<b>Account Number:</b>	72250 - Education Technology	State retirement for Technology Director 2022, 2023, 2024 \$24,061.68
<b>Line Item Number:</b>	204 - State Retirement	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$24,061.68	
<b>Line Item Total:</b>	\$24,061.68	
<b>Account Number:</b>	72250 - Education Technology	Medical insurance for Technology Director 2022, 2023, 2024 \$16,786.44
<b>Line Item Number:</b>	207 - Medical Insurance	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$16,786.44	
<b>Line Item Total:</b>	\$16,786.44	
<b>Account Number:</b>	72250 - Education Technology	Medicare for Technology Director 2022, 2023, 2024 \$3305.88
<b>Line Item</b>	212 - Employer Medicare	

<b>Number:</b>		
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,305.88	
<b>Line Item Total:</b>	\$3,305.88	
<b>Account Number:</b>	72250 - Education Technology	<p>T-Mobile hotspots-433 devices x \$15 per device = \$6,495.00 per month---11 months of regular and summer school usage = \$71,445.00 per year x 3 years = \$214,335.00</p> <p>Verizon Mifis 150 for coverage to areas that T-Mobile does not service (\$18,000.00 per year x 3 years = \$54,000.00)</p>
<b>Line Item Number:</b>	350 - Internet Connectivity	
<b>Focus Area:</b>	Purchasing Education Technology	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$268,335.00	
<b>Line Item Total:</b>	\$268,335.00	
		<b>Total for 72250 - Education Technology:</b>
		\$560,233.80
		<b>Total for all other Account Numbers:</b>
		\$12,829,368.37
		<b>Total for all Account Numbers:</b>
		\$13,389,602.17
		<b>Adjusted Allocation:</b>
		\$13,389,602.17
		<b>Remaining:</b>
		\$0.00



Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

72710 - Transportation - \$593,890.50 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	72710 - Transportation	headcount/.24 FTE Bus driver stipends for Accelerated High Dosage Tutoring 2022, 2023, 2023 \$75,000.00  3 headcount/.39 FTE Bus driver stipends for Early College 2022, 2023, 2024 \$180,000.00
<b>Line Item Number:</b>	189 - Other Salaries & Wages	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$255,000.00	
<b>Line Item Total:</b>	\$255,000.00	
<b>Account Number:</b>	72710 - Transportation	
<b>Line Item</b>	189 - Other Salaries & Wages	

<b>Number:</b>		4 headcount/.6 FTE Bus Driver stipends for High Dosage Tutoring 2022, 2023, 2024 \$150,000.00
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$201,000.00	
<b>Line Item Total:</b>	\$201,000.00	
<b>Account Number:</b>	72710 - Transportation	Social security benefits for bus drivers driving for programs: Accelerated High Dosage Tutoring 2022, 2023, 2024 \$4,650.00 Early College 2022, 2023, 2024 \$10,980.00
<b>Line Item Number:</b>	201 - Social Security	
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$15,630.00	
<b>Line Item Total:</b>	\$15,630.00	
<b>Account Number:</b>	72710 - Transportation	Social security benefits for bus drivers driving for:
<b>Line Item Number:</b>	201 - Social Security	Summer Learning and Bridge Camps 2022, 2023, 2024 \$3,162.00
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	High Dosage tutoring 2022, 2023, 2024 \$9,300.00
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$12,462.00	
<b>Line Item Total:</b>	\$12,462.00	
<b>Account Number:</b>	72710 - Transportation	Medicare benefits for bus drivers driving for programs:
<b>Line Item</b>	212 - Employer Medicare	Accelerated High Dosage tutoring 2022, 2023, 2024 \$1,089.00

<b>Number:</b>		Early College 2022, 2023, 2024 \$2,610.00
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$3,699.00	
<b>Line Item Total:</b>	\$3,699.00	
<b>Account Number:</b>	72710 - Transportation	Medicare benefits for bus drivers driving for programs:  High Dosage Tutoring 2022, 2023, 2024 \$2,175.00  Summer Learning and Bridge Camps 2022, 2023, 2024 \$739.50
<b>Line Item Number:</b>	212 - Employer Medicare	
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location</b>	Lauderdale County (490)	

<b>Code:</b>		
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$2,914.50	
<b>Line Item Total:</b>	\$2,914.50	
<b>Account Number:</b>	72710 - Transportation	Diesel for buses for programs:
<b>Line Item Number:</b>	412 - Diesel Fuel	High Dosage tutoring 2022, 2023, 2024 \$36,000.00
<b>Focus Area:</b>	Addressing Learning Loss: Coordinat...	Summer Learning and Bridge Camps 2022, 2023, 2024 \$21,000.00
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$57,000.00	
<b>Line Item Total:</b>	\$57,000.00	
<b>Account Number:</b>	72710 - Transportation	Diesel for buses for programs:
<b>Line Item</b>	412 - Diesel Fuel	Accelerated High Dosage tutoring 2022, 2023, 2024 \$12,275.01

<b>Number:</b>		Early College 2022, 2023, 2024 \$33,909.99
<b>Focus Area:</b>	Addressing Learning Acceleration: S...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$46,185.00	
<b>Line Item Total:</b>	\$46,185.00	

**Total for 72710 - Transportation:** \$593,890.50

**Total for all other Account Numbers:** \$12,795,711.67

**Total for all Account Numbers:** \$13,389,602.17

**Adjusted Allocation:** \$13,389,602.17

**Remaining:** \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

76100 - Regular Capital Outlay - \$5,711,000.00 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	76100 - Regular Capital Outlay	<p>Halls Elementary (\$550,000.00) and Ripley Primary (\$216,000.00) windows and doors - Exterior doors and sidelites have been inspected. Findings: Glass in the sidelites extends to within four inches of the ground exposing the glass to breaking hazards. These are not safety glass. They are wire glass in non-insulated hollow metal frames. The non-tinted glass allows full sun. Solution: Existing hardware should be replaced, as needed. Replace the bottom panels of the side lights with an insulated metal panel at the bottom (no glass). Replace the top glass with a divider of all insulated, low "e" tinted glass.</p> <p>Halls Elementary School Entrance (\$92,000.00) - Finding: The building currently allows students and visitors to enter through two main front entries with the administrative area between the two entrances. You can enter the building and miss the office area. You have direct access to classrooms and cafeteria areas. There is no secure entrance to this building. Solution: A new main entry will make sure everyone entering the school gets checked in prior to entering the school area that is open to students. Renovate the front administrative area for a secure entry directly into the office area.</p> <p>Ripley Primary Firecode issues (\$10,000.00) - Finding: Storage rooms in excess of 100 square feet not rated; storage rooms required to have fire dampers Solution: Seal walls to roof deck and fire caulk; install fire dampers and connect to fire alarm system.</p> <p>Halls High Firecode issues (\$93,000.00) - Findings: Fire Alarm-</p>
<b>Line Item Number:</b>	707 - Building Improvements	
<b>Focus Area:</b>	Addressing Facility Needs and Defer...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$4,211,000.00	
<b>Line Item Total:</b>	\$4,211,000.00	

Duct detectors required on 10 HVAC units with automatic shut down for fans. Detectors are not connected to ceiling mounted visible indication devices; Corridors not properly sealed for fire or smoke rating; Chemical storage room and science room are not rated; None of the storage rooms over 100 square feet are rated; Several doors need replacing to rated doors and hardware; Unsealed penetrations in the boiler room; Science Lab 10c and adjacent lab classroom are not 1 hour rated. Construction with 45 minute fire rated self closing doors; Storage rooms and janitor closets in existing building over 100 s.f. (1) hour fire rating. Solutions: Walls close to deck or add 1 hour rated ceiling, add fire dampers at duct penetrations; Change janitor door at kitchen to 45 minute rating; Change door at gym storage to 45 minute rating; Add fire separation from maintenance to library; Seal up penetrations in the boiler room; Seal up penetrations with 1 hour fire resistant material around science lab room 602 and lab storage of chemicals.

Halls Elementary Roof (\$1,750,000.00) and Ripley Elementary Roof (\$1,500,000.00) - One of the most important elements in school maintenance is keeping each roof maintained and of decent quality. The district plans to move forward with the deferred maintenance for Halls Elementary and Ripley Elementary, which are currently priorities in our Five-Year Facility Plan. Currently, there are several areas that are leaky and in need of immediate repair. This project includes completely tearing off and replacing the roofs of the entire buildings at Halls Elementary and Ripley Elementary. This is a project that is imperative to reduce the likeliness of any future precipitation, correct moisture issues that could develop due to a poor roofing source, and provide better air quality in these schools.

**Account Number:** 76100 - Regular Capital Outlay

Ripley Elementary HVAC (\$750,000.00) - The efficiency of your HVAC unit declines with age. The average lifespan of business



<b>Line Item Number:</b>	720 - Plant Operation Equipment	<p>HVAC units are, on average, 20 years. This HVAC system was installed with the building in 1996. (Repairs have been done to the unit, but not an entire unit replacement.) After many repairs have been made, replacement becomes the more cost-effective option because you will save considerably on repairs, maintenance, and energy bills as well as improve the filtration and air quality for students and staff during the COVID-19 pandemic.</p> <p>Halls Elementary HVAC (\$750,000.00) - The efficiency of your HVAC unit declines with age. The average lifespan of business HVAC units are, on average, 20 years. This HVAC system was installed with the additional wing added in 1995. (Repairs have been done to the unit, but not an entire unit replacement.) After many repairs have been made, replacement becomes the more cost-effective option because you will save considerably on repairs, maintenance, and energy bills as well as improve the filtration and air quality for students and staff during the COVID-19 pandemic.</p>
<b>Focus Area:</b>	Addressing Facility Needs and Defer...	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$1,500,000.00	
<b>Line Item Total:</b>	\$1,500,000.00	

**Total for 76100 - Regular Capital Outlay:** \$5,711,000.00

**Total for all other Account Numbers:** \$7,678,602.17

**Total for all Account Numbers:** \$13,389,602.17

**Adjusted Allocation:** \$13,389,602.17

**Remaining:** \$0.00

Budget Detail

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

99100 - Transfers Out - \$94,361.06 ▼

Budget Detail		Narrative Description
<b>Account Number:</b>	99100 - Transfers Out	Indirect costs
<b>Line Item Number:</b>	504 - Indirect Cost	
<b>Focus Area:</b>	Indirect Cost	
<b>School Type:</b>	Traditional Public School	
<b>Optional Program Code:</b>		
<b>Location Code:</b>	Lauderdale County (490)	
<b>Quantity:</b>	1.00	
<b>Cost:</b>	\$94,361.06	
<b>Line Item Total:</b>	\$94,361.06	
<b>Total for 99100 - Transfers Out:</b>		
<b>Total for all other Account Numbers:</b>		\$13,295,241.11

**Total for all Account Numbers:**

\$13,389,602.17

**Adjusted Allocation:**

\$13,389,602.17

**Remaining:**

\$0.00

Budget Overview

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

Indirect Cost	
Total Contributing to Indirect Cost	\$6,284,241.11
Indirect Cost Rate	11.11%
Maximum Allowed for Indirect Cost	\$637,802.80

Filter by Location:  ▼

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72210 - Support Services/Regular Instruction Program	72220 - Support Services/Special Education Program	72230 - Support Services/Vocational Education Program	72250 - Education Technology	72710 - Transportation	76100 - Regular Capital Outlay	99100 - Transfers Out	Total
<b>105 - Supervisor / Director</b>		125,881.68	0.00	0.00	0.00	233,608.32	0.00			359,490.00
<b>124 - Psychological Personnel</b>				21,000.00						21,000.00
<b>189 - Other Salaries &amp; Wages</b>	2,664,935.12	0.00	43,200.00	0.00	190,000.00	0.00	456,000.00			3,354,135.12
<b>201 - Social Security</b>	157,011.30	7,466.40	2,678.40	1,240.00	11,780.00	14,136.48	28,092.00			222,404.58
<b>204 - State Retirement</b>	240,904.81	5,035.20	2,635.20	0.00	19,570.00	24,061.68	0.00			292,206.89
<b>207 - Medical Insurance</b>	0.00	10,825.68	0.00	0.00	0.00	16,786.44	0.00			27,612.12
<b>212 - Employer Medicare</b>	36,830.26	1,746.00	626.40	290.00	2,755.00	3,305.88	6,613.50			52,167.04
<b>350 - Internet Connectivity</b>						268,335.00				268,335.00
<b>355 - Travel</b>		0.00	0.00	1,000.00	0.00	0.00	0.00			1,000.00

Account Number	71100 - Regular Instruction Program	72120 - Health Services	72210 - Support Services/Regular Instruction Program	72220 - Support Services/Special Education Program	72230 - Support Services/Vocational Education Program	72250 - Education Technology	72710 - Transportation	76100 - Regular Capital Outlay	99100 - Transfers Out	Total
Line Item Number										
399 - Other Contracted Services	17,500.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00		17,500.00
412 - Diesel Fuel							103,185.00			103,185.00
429 - Instructional Supplies & Materials	248,665.00									248,665.00
449 - Textbooks - Bound	42,000.00									42,000.00
471 - Software	653,783.70	0.00	0.00			0.00	0.00			653,783.70
499 - Other Supplies and Materials	214,782.16	0.00	0.00	2,000.00	15,895.00	0.00	0.00			232,677.16
504 - Indirect Cost									94,361.06	94,361.06
524 - In-Service / Staff Development		5,000.00	293,683.93	1,000.00	0.00	0.00	0.00			299,683.93
599 - Other Charges	88,395.57	0.00	0.00	0.00	0.00	0.00	0.00			88,395.57
707 - Building Improvements								4,211,000.00		4,211,000.00
720 - Plant Operation Equipment								1,500,000.00		1,500,000.00
722 - Regular Instruction Equipment	1,300,000.00									1,300,000.00
<b>Total</b>	<b>5,664,807.92</b>	<b>155,954.96</b>	<b>342,823.93</b>	<b>26,530.00</b>	<b>240,000.00</b>	<b>560,233.80</b>	<b>593,890.50</b>	<b>5,711,000.00</b>	<b>94,361.06</b>	<b>13,389,602.17</b>
									<b>Adjusted Allocation</b>	<b>13,389,602.17</b>
									<b>Remaining</b>	<b>0.00</b>

## Spending Plan

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

After analyzing and repurposing other funding sources, justify the spending plan for the American Rescue Plan Act (ARPA) funds aligned with the needs and the comprehensive LEA-level plan. For each of the applicable focus areas below, verify the amount, and explain how each focus area addresses the needs. The amounts should not exceed the LEA's allocation.

#### 1. Addressing Learning Loss: Coordinators, Summer, Supplemental After School, and Tutoring

LEAs must spend a minimum of 20% of the grant funds on **Addressing Learning Loss**.

\$ 2,677,920.43 The minimum amount required based on the LEA allocation.

\$ 3,274,322.18 Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*Summer Learning Camps: (Summer Learning Mini Camps, Learning Loss Bridge Camps, STREAM, and High School Camp) Summer of 2021:** Lauderdale County Schools conducted Summer Learning Camps to address any potential learning loss due to COVID 19. The in-person Summer Learning Camps took place 5 days a week and continued for 4 weeks. The camps incorporated 6.5 hours of daily programming with 3.5 hours of reading and math. One hour each for intervention and physical activity was included in the daily programming. Additional time focused on STREAM areas of Science, Technology, Reading, Engineering, Arts, and Math. The Summer Learning Camps served students entering grades 1-8. Analysis of AimsWeb data was used to identify priority students. Summer Learning Camps Students identified as priority students per state guidelines were encouraged to attend Summer Learning Camps.

Spots not filled with priority students were made available for other students. Utilizing our high-quality instructional materials that are currently used in the district for literacy and math instruction created a seamless flow from the traditional school year. Pre- and post assessments provided by the state determine the effectiveness of the camps as well as growth in reading levels on STAR beginning of the year tests and increase in Math placement tests.

High School Camps: Students attending the 9-12 focused on students who failed to earn a credit due to pre-existing challenges and learning gaps that were exacerbated by COVID 19. Students who have not benefited from direct instruction in over a year were also targeted. Analysis of AIMSWeb data, EOC results, benchmark data, and formative assessments were used to identify unmastered standards and learning gaps for grades 9-12. For grades 9-12, there were morning and afternoon sessions in case students needed to participate in multiple content areas. Assessment of the program will be improved EOC and final exam scores.

Funds for 2021 summer programs: Teacher stipends (75 headcount - 7.5 FTE) (\$170,974.62); Teacher benefits (\$3,610.94) EA stipends (30 headcount - 3.0 FTE) (\$17,935.50); EA Benefits (\$7,478.94) = **TOTAL \$200,000.00** (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.) (TNDOE provided funds for these summer programs. Our district also received a Summer Transportation Grant to offset those transportation expenses costs.)

**\*SLC and Bridge Camps:** During the Summer of 2022, 2023, and 2024, Lauderdale County Schools plan to conduct Summer Learning Camps to address any potential learning loss due to COVID 19. The in-person Summer Learning Camps will be conducted for 19 days. The camps will incorporate 6.5 hours of daily programming with 3.5 hours of reading and math. One hour each for intervention and physical activity will be included in the daily programming. Additional time will focus on STREAM areas of Science, Technology, Reading, Engineering, Arts, and Math. The Summer Learning Camps will serve students rising first through eighth grade. Analysis of AimsWeb data and TCAP summative data will be used to identify priority students. Priority students identified per state guidelines will be encouraged and, in future years, required to attend Summer Learning Camps. Spots not filled with priority students will be made available for other students. Utilizing our high-quality instructional materials that are currently used in the district for literacy and math

instruction will create a seamless flow from the traditional school year. Pre- and post- assessments provided by the state will be one way to determine the effectiveness of the camps. Approximately 83 headcount/8.3 FTE LCS teachers and 35 headcount/3.5 FTE Educational Assistants will be paid to work in these programs during each of the summers budgeted. Effectiveness will be assessed by growth in Reading levels on STAR tests and increases in Math placement test scores.

High School Camps: Nine-twelve Summer Camps will focus on students who failed to earn a credit due to pre-existing challenges and learning gaps that were exacerbated by COVID 19. Analysis of AIMSweb data, EOC summative results, and formative assessments will be used to identify unmastered standards and learning gaps for grades 9-12. For grades 9-12, there will be morning and afternoon sessions in case students need to participate in multiple content areas. This programs will be assessed by improved EOC and final exam scores. 7 headcount/.7 FTE Teachers; 2 headcount/.2 FTE EAs; 4 headcount/2 FTE Bus drivers for each summer of the program

Funds for 2022, 2023, and 2024 summer programs: FTE Teacher stipends (\$315,000.00); Teacher benefits (\$56,542.50) FTE EA stipends (\$120,000.00); EA Benefits (\$13,980.00.00); FTE Bus Driver stipends (\$51,000.00); Bus Driver Benefits (\$3,901.50) Fuel (\$21,000.00); Materials and supplies (chapter books for literacy, glue, highlighters, notebooks, paper, pencils, etc. \$11,076.00); PD (\$7,500.00) = **TOTAL \$600,000.00 for 3 years using 90 headcount/9.0 FTE Teachers, 37 headcount/3.7 FTE EAs and 4 headcount/2.0 FTE Bus Drivers each year.**

**\*Targeted Learning Series: (Spring 2021):** Due to COVID 19, Lauderdale County School District has taken a proactive approach to mediate potential learning loss and to provide families with additional guidance to support their children in the home. Lauderdale County Schools initiated a Targeted Learning Series for all students in Grades 1-12 in the subjects of English/Language Arts (ELA) and Math. Beginning on February 1, 2021, this program was available to any student who wanted or needed extra assistance after regular school hours (6 - 9 pm). LIVE instruction and homework assistance is offered for students who attended during the specified evening timeframes for their grade level. By offering TLS during the evening, parents are able to support their student's participation and learning.



Teachers from LCS lead the instruction and targeted specific skills that were the most critical to the success of students' mastery of grade-level expectations. Schools and teachers used data to identify specific skills that students needed the most help on and implemented lessons to target these skills. While any student may have participated, teachers identified students struggling with the specific skill. Students and parents were contacted individually to encourage participation in the needed sessions. This 10-week effort was offered 3 days per week. TLS participation data and fidelity checks collected each week were used to assess the effectiveness of this program. **(50 headcount/1.15 FTE Teacher Stipends \$121,025.00; Benefits \$20,589.99; Materials/Supplies (glue, markers, pencils, rulers, sticky notes, etc.) \$5,000.00 Total = \$146,614.99)** (ESSER 2.0 originally paid for these expenses at the time they occurred. ESSER 3.0 will pay ESSER 2.0 these expenses once ESSER 3.0 has been approved.)

**\*Tutoring/Targeted Learning:** Due to COVID 19, Lauderdale County School District will continue to take a proactive approach to mediate potential learning loss and to provide families with additional guidance to support their students grades K-12 through High Dosage Tutoring.

High Dosage Tutoring (HDT) will be targeted to priority students based on Aimsweb and TCAP summative data. Our district plans to partner with TN All Corps for high dose tutoring support. Tutoring will focus on additional instruction on grade level content standards in Reading and Math to close achievement gaps due to COVID-19. Trained certified and classified educators will utilize high-quality instructional materials that are currently used in the district for literacy and math instruction to create a seamless flow from the traditional school day. These HDT sessions will occur two to three times a week for 30-45 minutes per session. Sessions will be offered before, during, and after school. Data will be collected and analyzed to evaluate the effectiveness of the program and rate of participating students' gap closures. FTE Teacher stipends (\$1,140,000.00); Teacher benefits (\$204,630.00); FTE EA stipends (\$150,000.00); EA benefits (\$17,475.00); FTE Bus Driver stipends (\$150,000.00); Bus Driver benefits (\$11,475.00); Fuel (\$36,000.00); Materials/Supplies (reading journals, sticky notes, highlighters, 3 ring binders, notebooks, pencils, etc. \$29,645.16); PD (\$15,000.00)= **Total for 3 years (22, 23, 24) - \$1,754,225.16 using 50 headcount/6.5 FTE Teachers, 25 headcount/3.25 FTE EAs, and 4 headcount/.6 FTE Bus Drivers each year**

**\*EL Skills Block curriculum** uses a structured phonics approach to ensure students acquire the skills they need to navigate grade-level texts independently in future grades. EL Skills includes diagnostic assessments that help students identify skills gaps so teachers can select the most appropriate teaching

strategy and adapt core instruction accordingly. Students in K-2 receive important foundation skills lessons via district teachers or assistants using EL Skills Flex curriculum. Assessment of this program will be seen in growth in the students' EOY reading level. **(Supplies/materials needed for the program: Examples, but not limited to: consumable grade level decodable text, teacher manuals, resource guides, paper/pencil diagnostic assessments, paper/pencil spelling, decoding, and phonological awareness assessments, EL Skills flex curriculum, etc. \$29,820.00)**

**\*ELA texts** are needed at the 9-12 grade levels. Our district has been reaching out and researching HQIM for this area. Currently, the district has invested funding in K-8 literacy. We have seen significant academic gains in this area. High priority is now placed in 9-12 literacy. We will use these funds to invest in student novels associated with the ELA curriculum. This will be assessed by EOC scores in ELA and an increase in ACT scores in Reading. **(\$30,000.00)**

**\*Eureka Math** provides a rigorous, coherent, and focused curriculum allowing students to gain a deeper understanding of the why behind the numbers. Key concepts are layered over time and create students with a deep mathematical understanding instead of a disconnected set of skills. By utilizing the same tools, models, and methods from grade to grade, students build on math concepts each year. *Eureka Math's* design provides extensive resources for addressing learning loss within intervention blocks, before and after school programs, small group sessions within the subject block, summer learning camps, and other design options.

The **Eureka Math (21-22) InSync** program provides teachers and students with continuous learning resources to support Tier 1 and COVID 19 learning loss recovery. The student access allows teachers to assign learning videos or practice for individual students, small groups, or whole groups. Instruction also has the ability for teachers to assign standards-based lessons and assignments to address standards covered in class or for extra practice. The Eureka Math Equip is a digital assessment tool that assists teachers in identifying missing essential foundational math knowledge and includes supporting lessons and teacher guidance to address learning loss. **(\$6,750.00)** Eureka Math Affirm is an additional assessment and practice tool that equips educators with a robust database of formative items and analytics tools that help track student progress and identify areas of need. **(\$8,100.00)** In order to fully use all components of the Eureka Math programs, teachers will need digital access. **(\$7,227.00) = \$22,077.00**

ESSER 3.0 funds will be used to purchase Eureka Math student consumable workbooks to support student learning and address learning loss for one school year. The program will be assessed by topic quizzes, mid-module and end-of-year module assessment scores. **(\$44,815.40)**

**iReady Reading Diagnostic** is the component that meets students at their grade level to intervene concerning learning loss and promote individual growth. Instruction is used to supplement our Wit&Wisdom Curriculum as additional practice to either front load lessons with interactive video tutorials, use as classroom instruction or additional practice. iReady Reading is an aligned resource to the standards. It includes formative practice checks for understanding and standards practice that can be assigned by the teacher. iReady also includes a 'My Path' component where students are automatically placed based off of their benchmark diagnostics results to insure students are working at their level. Therefore, this resource allows students to work on grade-level standards and on their individual level for intervention to assist in closing gaps in understanding and facilitating growth, which can address learning loss due to COVID 19. This program will be assessed by scores on iReady diagnostic checks three times a year and progress monitoring modules in My Path assessments. **(\$159,216.30)**

**Social Studies:** 6-8th grade Social Studies adopted McGraw Hill. At the time, funding was only available to purchase class sets and have students rotate and share books. Students will have access to individual consumable textbooks and student and teacher online access to all grade-level resources, and active journaling. Assessment of this investment will be end of chapter and unit assessment test scores. **(\$42,000.00)**

**Professional Development Edmentum:** The continuous use of state standard aligned Edmentum courses for learning support along with in-class instructional resources for other high school content areas. This program helps teachers to utilize the credit recovery component and navigate key features as well as share best practice tips. Assessment of this program will be increased state EOC, mid-term, and final exam scores. **(\$53,000.00)**

**Professional Development Google:** Google Education Suites is the platform we are using for teachers to post assignments, quizzes, and in-person teaching. We would like to give the opportunity to all teachers to go through the Google Expert Certification Level 1 and Level 2 training, at their own pace. We would pay the exam fee for both levels as well as a stipend for completing Level 1 and an additional stipend if the

teacher completes Level 2. Those that do this additional training will also provide training to their own school staff on what educational tools they learned that would be helpful for students and teachers using the this educational platform. This program will be assess by the number of teachers completing Level 1, Level 2, or both Level 1 and 2. It will also be assessed by an increase in usage through observations and walk throughs. **(272 teachers x \$335 stipend for both levels = \$93,183.93)**

**\*W&W:** W&W (ELA) inSync Grades K-5 and Grades 6-8 provides teachers and students with an in-person learning tool to supplement and support learning in knowledge and vocabulary. Using these high-quality support materials accelerates learning and provides a tool for teachers to continuously address gaps in content. Teachers may assign inSync videos and other resources before or after in class learning to front load, reinforce, or review lesson content increasing progress toward mastery of standards/objectives for each student. (\$35,600.00 for 2 years) Teacher digital subscription gives each teacher access to utilize all the inSync resources needed. This program will be assessed by student scores on TN Ready, mid-module and end-of-module assessments, and writing assignments. (\$17,820.00 for 2 years) **Total for 2 years = \$53,420.00**

## 2. Addressing Learning Acceleration: Summer, Supplemental After School, and Tutoring

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*STREAM:** During the Summer of 2022, 2023, and 2024, Lauderdale County Schools plan to conduct STREAM Learning Camps to promote rigorous STREAM-related learning opportunities for all students.

- Program leaders will implement the STREAM plan and develop partnerships with institutions and businesses to execute a quality STREAM program. A culture of inquiry and creativity will exist among all students, teachers, and administrators through implementation of 21st Century skills in every class.
- Teachers will embed a variety of technology in the instructional process, including using technology as a facilitation of student learning in a transformative instructional manner. Students use a variety of technology in the investigative process including: virtual, computer- based, mobile and data collection

devices, web- based lessons, computer applications, researching, reporting, communicating, and collaborating in ways not possible without the technology. Technology will also be used to bring in outside STREAM expertise, and to exhibit student work.

- The summer program will require students to demonstrate thinking skills in employing all steps in the engineering design process, including opportunities to experience the recursive nature of the process.
- The academic content for the learning experience will be tied to multiple content standards, and focused on helping students acquire deep understanding of a “big idea” or “foundational skill” critical to their future learning in the targeted discipline(s).
- Teachers use performance- based assessments to determine student learning. Pre/post assessments are used to show student growth.
- Teachers use observation and monitor student dialogue to assess student processes in problem solving and innovation.
- Students participate in self-evaluation and goal setting consistently.

The school uses data from state-wide and school assessments to drive instructional decisions and assess the effectiveness of the program.

Funds for 2022, 2023, and 2024 summer programs: Teacher stipends (\$285,000.00); Teacher benefits (\$51,157.50); Materials and supplies (dish soap, starch, eye droppers, baking soda, vegetable oil, craft sticks, etc. \$23,842.50); PD (\$15,000.00) = **Total for 3 years: \$375,000.00 using 50 headcount/6.5 FTE**

**Teachers each year**

**\*Tutoring:** Due to COVID 19, Lauderdale County School District will continue to take a proactive approach to accelerate learning and to provide families with additional guidance to support students in grades 1-8 through Accelerated High Dosage Tutoring.

Accelerated High Dosage Tutoring (AHDT) will be offered to students based on Aimsweb and TCAP summative data. Our district plans to partner with TN All Corps for high dose tutoring support. Tutoring will focus on enrichment and additional instruction on grade level content standards in Reading and Math to give students academic opportunities beyond their grade level. Trained certified and classified educators will utilize high-quality instructional materials for literacy and math instruction to create a seamless flow from the traditional school day. These AHDT sessions will occur two to three times a week for 30-45 minutes per session. Sessions will be offered before, during, and after school. Data will be collected and analyzed to evaluate the effectiveness of the program and rate of participating students’ gap closures. FTE Teacher

stipends (\$285,000.00); Teacher benefits (\$51,157.50); FTE EA stipends (\$60,000.00); EA benefits (\$6,990.00.00); FTE Bus Driver stipends (\$75,000.00); Bus Driver benefits (\$5,739.00); Fuel (\$12,275.01); Materials/Supplies (3 ring binders, highlighters, sticky notes, notebooks, pencils, etc. \$3,838.50) = **TOTAL FOR 3 YEARS (22, 23, 24) - \$500,000.01 using 10 headcount/1.3 FTE Teachers, 3 headcount/.39 FTE EAs, and 4 headcount/.2 FTE Bus Drivers each year**

**\*CTE Inspiration Camps:** The CTE Inspiration Camps are a local initiative for Lauderdale County students. The goal is to prepare all students with the knowledge, skills, and habits to successfully pursue the career path of their choice. A broad range of activities span completing applications, interest inventory, career exploration, college exploration, career technical opportunities exploration with high school tours and mini camps, financial awareness, ACT awareness, communication skills, mock interviews, professional dress, and manners and etiquette. The district realizes that preparing students for their future is not only about their careers, but also how they will interact in their communities and contribute as adults. Through CTE Inspiration Camps, the district also hopes to instill positive life skills and habits students can carry into their future. This program will be assessed by the increased number of students enrolled in the courses, number of students that successfully earn Industry Certifications, and the number of students transitioning from high school to a CTE path. FTE Teacher stipends (\$190,000.00); Teacher benefits (\$34,105.00); Materials/Supplies (safety glasses, first aid kits, gloves, etc. \$15,895.00); PD (\$10,000.00) = **TOTAL for 2 year program - \$250,000.00 using 10 headcount/7.5 FTE Teachers each year**

**\*Early College:** LCS partnership with DSCC will include an Early College High School to accelerate and increase student attainment of high-quality degrees. Students will attend college classes at DSCC while in high school their junior and senior year. They will earn an Associate Degree in General Studies simultaneously with their high school diploma. Students will be responsible for paying any tuition/fees with this program. Students will be transported to DSCC campus and will attend classes Monday through Friday from 8:00a.m. – 12:00p.m. They will be transported back to their high school campuses to attend any needed high school class and/or participate in activities, clubs, sports, etc. Lauderdale County Schools supports and want to share in accomplishing the Drive to 55 goal of 55% of Tennesseans with a college degree or certificate by 2025. Students will be able to take their degree earned through a solid liberal arts background and transfer to a university to earn a Bachelor's degree. Higher levels of education continue to be associated with higher earnings in Tennessee. According to the 2019 Census data on Tennessee, Tennesseans with a bachelor's degree had median earnings of about

\$51,000; Associate's degree had a median income of \$35,500; and no degree with high school diploma is \$30,600. Median earnings were 43% lower for Tennesseans with only some college or an associate's degree. Our partnership with Dyersburg State will grant our students the opportunity to graduate high school simultaneously with an Associate's degree. With the General Studies Associate's degree, our students can transfer to a university immediately after graduating high school as a junior, to begin earning a Bachelor's degree. The 2019 postsecondary rate for Ripley High School was 48.2%, a 2.8% increase from the 2018 data; however, a 14.5% decrease from state average. Halls High School's postsecondary rate was 61%, a .6% decrease from our 2018 data. The district is able to accomplish great things with limited resources. Having these cohorts of students graduate with college credits and being recognized at graduations with Associate's degree, can create a growth mindset in our community of postsecondary success. This program will be assessed by the number of students earning credits in each course, student completion of courses, and number of students attaining an Associate's degree.

FTE Bus Driver stipends (\$180,000.00); Bus driver benefits (\$13,590.00); Fuel (\$33,909.99);  
Materials/Supplies (college textbooks needed - \$22,500.00) = **TOTAL FOR 3 YEAR PROGRAM - \$249,999.99 using 3 headcount/.39 FTE Bus Drivers each year**

**\*Niswonger** - upper level courses offered through partnerships with Institutions of Higher Education for advanced placement and CTE courses. Students pay their own tuition. These funds are designated as pay for Niswonger teacher to teach the course. The program will be assessed by increased student grades, students attaining additional credits, and quarterly progress reports. **(\$12,500.00)**

**\*Accelerated Learning:** LCS will offer students in grade band 9-12 the opportunity to accelerate learning through summer dual enrollment partnerships through University of Tennessee at Martin, Dyersburg State, and Niswonger. Students pay their own tuition. These funds are designated as pay for the accelerated learning teacher to teach the course. All are accredited educational institutions. This program will be assess by increased students grades, students attaining additional credits, and quarterly progress reports. **(\$5,000.00)**

**\*TNTP:** TNTP Support for student Literacy in grades 9-12. A partnership with TNTP will support literacy teachers and building leaders by providing content-focused professional learning cycles that are student centered, competency based, content specific, focused, and collaborative. The professional learning cycles will be developed to address Tier 1 curriculum materials and be incorporated in Lauderdale County School

District's existing collaborative framework. These services will be differentiated based on the implementation stage of each of the grade band. This program will be assessed by the number of 9-12 grade students that improve their literacy scores on state assessments, mid-year and final assessments, and ACT by this training being provided. **\$100,000.00**

### 3. Addressing Facility Needs and Deferred Maintenance/Infrastructure

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

**NOTE:** Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

It is vital that Lauderdale County Schools repairs and takes measures to improve facility maintenance throughout the entire school district. The district has established a comprehensive *Five-Year Facility Plan* that addresses specific needs that are a priority at individual schools, many of which were deferred due to the COVID-19 pandemic in March 2020. Prior to the pandemic, the district was ready to move forward with priority items in need of attention, however LCS had to put these items on hold in order to shift to needs in response to the pandemic. Repairs and improvements will be made to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student good air quality and health needs. LCS will inspect, test, maintain, repair, replace, and upgrade projects to improve the indoor air quality in school facilities and replace roofs to provide a healthy environment for all students.

With the use of ESSER 3.0 funds, Lauderdale County Schools will address much needed maintenance for specific school facilities within the district. These projects will increase the longevity of the facility and establish a safer environment for both students and staff. The ESSER funds will specifically target deferred maintenance and code deficiencies at Halls Elementary, Halls High, Ripley Primary, and Ripley Elementary. These facility needs being addressed will be assessed by students being able to attend school in a safe learning environment and with improved air quality in these four buildings.



Halls Elementary (**\$550,000.00**) and Ripley Primary (**\$216,000.00**) windows and doors – Exterior doors and sidelites have been inspected. Findings: Glass in the sidelites extends to within four inches of the ground exposing the glass to breaking hazards. These are not safety glass. They are wire glass in non-insulated hollow metal frames. The non-tinted glass allows full sun. Solution: Existing hardware should be replaced, as needed. Replace the bottom panels of the side lights with an insulated metal panel at the bottom (no glass). Replace the top glass with a divider of all insulated, low “e” tinted glass.

Halls Elementary School Entrance (**\$92,000.00**) – Finding: The building currently allows students and visitors to enter through two main front entries with the administrative area between the two entrances. You can enter the building and miss the office area. You have direct access to classrooms and cafeteria areas. There is no secure entrance to this building. Solution: A new main entry will make sure everyone entering the school gets checked in prior to entering the school area that is open to students. Renovate the front administrative area for a secure entry directly into the office area.

Ripley Primary Firecode issues (**\$10,000.00**) – Finding: Storage rooms in excess of 100 square feet not rated; storage rooms required to have fire dampers Solution: Seal walls to roof deck and fire caulk; install fire dampers and connect to fire alarm system.

Halls High Firecode issues (**\$93,000.00**) – Findings: Fire Alarm-Duct detectors required on 10 HVAC units with automatic shut down for fans. Detectors are not connected to ceiling mounted visible indication devices; Corridors not properly sealed for fire or smoke rating; Chemical storage room and science room are not rated; None of the storage rooms over 100 square feet are rated; Several doors need replacing to rated doors and hardware; Unsealed penetrations in the boiler room; Science Lab 10c and adjacent lab classroom are not 1 hour rated. Construction with 45 minute fire rated self closing doors; Storage rooms and janitor closets in existing building over 100 s.f. (1) hour fire rating. Solutions: Walls close to deck or add 1 hour rated ceiling, add fire dampers at duct penetrations; Change janitor door at kitchen to 45 minute rating; Change door at gym storage to 45 minute rating; Add fire separation from maintenance to library; Seal up penetrations in the boiler room; Seal up penetrations with 1 hour fire resistant material around science lab room 602 and lab storage of chemicals.

Halls Elementary Roof (**\$1,750,000.00**) and Ripley Elementary Roof (**\$1,500,000.00**) – One of the most important elements in school maintenance is keeping each roof maintained and of decent quality. The

district plans to move forward with the deferred maintenance for Halls Elementary and Ripley Elementary, which are currently priorities in our *Five-Year Facility Plan*. Currently, there are several areas that are leaky and in need of immediate repair. This project includes completely tearing off and replacing the roofs of the entire buildings at Halls Elementary and Ripley Elementary. This is a project that is imperative to reduce the likeliness of any future precipitation, correct moisture issues that could develop due to a poor roofing source, and provide better air quality in these schools.

Ripley Elementary HVAC (**\$750,000.00**) – The efficiency of your HVAC unit declines with age. The average lifespan of business HVAC units are, on average, 20 years. This HVAC system was installed with the building in 1996. (Repairs have been done to the unit, but not an entire unit replacement.) After many repairs have been made, replacement becomes the more cost-effective option because you will save considerably on repairs, maintenance, and energy bills as well as improve the filtration and air quality for students and staff during the COVID-19 pandemic.

Halls Elementary HVAC (**\$750,000.00**) - The efficiency of your HVAC unit declines with age. The average lifespan of business HVAC units are, on average, 20 years. This HVAC system was installed with the additional wing added in 1995. (Repairs have been done to the unit, but not an entire unit replacement.) After many repairs have been made, replacement becomes the more cost-effective option because you will save considerably on repairs, maintenance, and energy bills as well as improve the filtration and air quality for students and staff during the COVID-19 pandemic.

#### **4. Purchasing Education Technology (including hardware, software, and connectivity)**

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

With ESSER 1.0 funding, our district was able to purchase Chromebooks for all students K-12 and create a 1:1 initiative to support remote and hybrid schedules due to COVID 19. With 2.0 funds, we were able to purchase hotspots for homes to have Internet so students could work on their Chromebooks from home and

Active Panels for all classrooms. These funds greatly improved our technology base in Lauderdale County Schools. With the ESSER 3.0 funds, we hope to continue what we have started:

\*In the third year of the ESSER 3.0 funds, we are going to refresh Chromebooks for students. This will be able to give us seven to eight years of maintaining the 1:1 Chromebook initiative for students. After that time, our district plans to sustain this initiative with other funding sources.

3500 Chromebook Devices x \$250 each = \$875,000.00; cover -3500 x \$22 each = \$77,000.00; Cases 3500 x \$11.97 each = \$41,880.00; LMS Google Suite for Education Learning Management license - 3500 x \$31 each = \$108,500.00 This activity will be assessed by an increase in student engagement and productivity as seen by observations and walk throughs, student competency in taking state and local formative and summative assessments using the student Chromebooks, and preparing students to be productive 21st century citizens. **Total = \$1,102,380.00**

\*T-Mobile has partnered with the TDOE to offer hotspots to homes in Lauderdale County for five years through their nationwide initiative, Project 10 Million. We will pay the \$15 per device per month in order to provide homes with unlimited data packages. These hotspots have CIPA regulated filtering already in place. Lauderdale County Schools will have an allotment of 433 devices each year for five years for students' homes. (433 devices x \$15 per device = \$6,495.00 per month---11 months of regular and summer school usage = \$71,445.00 per year x 3 years = **\$214,335.00**) This activity will be assessed by the number of homes with internet service available so that the student Chromebooks can be used for Internet academic assignments at home.

\*150 Verizon Mifis - These mifis are needed in areas of the district that T-Mobile does not cover.

(\$18,000.00 per year x 3 years = **\$54,000.00**) This activity will be assessed by the number of homes with internet service available so that the student Chromebooks can be used for Internet academic assignments at home.

\*400 teacher MacBook Air laptops, 3 year warranty, management software, and cover to be used in the educational setting for academic purposes (**400 x \$1,000 = \$400,000.00**) This activity will be assessed by preparing engaging lessons incorporating technology as seen by lesson plan monitoring, observations, and walk throughs. If the student instruction in the classroom is more engaging and interactive by teachers having this technology tool, student achievement scores will increase on state and local formative and summative assessments.

\*Miscellaneous technology items needed in classrooms for educational purposes. Such as: document cameras (10 x \$150=\$1,500.00), iPads (25 x \$300=\$7,500.00), active panel answer control handsets (100 x \$160=\$16,000.00), etc. (**\$25,000.00**) The effectiveness of these items will be assessed by preparing engaging

lessons incorporating technology as seen by lesson plan monitoring, observations, and walk throughs. If the student instruction in the classroom is more engaging and interactive by teachers having this technology tool, student achievement scores will increase on state and local formative and summative assessments. \*With ESSER 1.0 funding, our district was able to purchase Chromebooks for all students K-12 and create a 1:1 initiative to support remote and hybrid schedules due to COVID 19. With 2.0 funds, we were able to purchase hotspots for homes to have Internet so students could work on their Chromebooks from home and Active Panels for all classrooms. (Now that students are in-person, these Chromebooks are used daily in class and taken home after school hours.) These funds greatly improved our technology base in Lauderdale County Schools. With new technology that ESSER funds have brought to Lauderdale County Schools, and will continue to bring, a full time Technology Director is needed at the district level. This person will be in charge of the student Chromebooks, hotspots for students, Active Panels for teachers, Google Suite for Education, teacher training on technology, as well as social media communications for the district and schools. This position will be assessed by yearly job performance evaluation, educator and student training survey feedback, an increase in students' use of technology in classrooms and at home, and student competency skill/scores in technology based formative and summative assessments. (Technology Director salary and benefits for 3 years - **\$291,898.80**)

## 5. Addressing the Unique Needs of Special Populations

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*Lexia district license:** Lexia® Core5® Reading (Core5) and PowerUp are blended learning programs that aim to accelerate the development of fundamental literacy skills (phonemic awareness, phonics, automaticity, vocabulary, and comprehension) for students of all abilities in grades pre-K-12. The programs provide explicit, systematic instruction through personalized learning paths. Embedded assessments provide ongoing, actionable data to help teachers prioritize and plan offline instruction. The online student dashboard encourages students to take ownership of their learning, for an experience that's motivating and engaging for students and teachers alike. This program will be assessed by the number of students that test out of the intervention tiers 2 and 3. (**\$69,300.00**)

The Special Education Department for Lauderdale County School System is proposing to hire a School Psychologist to meet the need for assessing students throughout the District. We have provided data below to justify the need for hiring an intern. Also, we have outlined the roles and responsibilities the intern must fulfill while working for Lauderdale County Schools. The success of implementing this position will result in fewer student screenings, evaluations, and reevaluations. Due to budget constraints from COVID 19, LCS is asking to fund this intern position using ESSER funds.

### **Evaluation Data:**

- During the 2017-2018 school year, we evaluated 122 students. These evaluations included initial evaluations and reevaluations.
- During the 2018-2019 school year, we evaluated 143 students. These evaluations included initial evaluations and reevaluations.
- During the 2019-2020 school year before the COVID-19 shutdown in March, we had completed 45 comprehensive reevaluations, 40 initial evaluations, 14 Functional Behavior Assessments, 9 gifted screenings, 7 dyslexia screenings, and were overseeing multiple small group social skills training sessions.
- During the 2020-2021 school year, our school psychologists have completed 60 initial/reevaluations with 14 more in progress, 6 FBAs, 2 gifted screenings, and 7 dyslexia screenings. We have attended approximately 255 meetings this year and provided direct consultation with one student.

### **What is a School Psychologist?**

- A School Psychologist performs psycho-educational assessment of student in Pre-Kindergarten through 12<sup>th</sup> grade.
- Consults with parents, teachers, students, administrators, and other professionals about eligibility, disability characteristics, assessment information, appropriate services, interventions and placement options.

- Assists with Response To Instruction and Intervention (RTI<sup>2</sup>); calculates Rate of Improvement (ROI) and Gap Analysis based on progress monitoring data.
- Participates in crisis management by counseling and/or providing referrals to community resources.
- Provides counseling services as required by student IEPs and requested by members of the IEP team.
- Consults with teachers and parents in the development of appropriate student behavior goals.
- Conducts Functional Behavior Assessments (FBA)
- Oversees Manifestation Determination meetings.
- Participates in professional development learning and training.
- Provides in-service training when needed.
- Complies with state and system level regulations and policies.

### **What will an Internship look like?**

- Interns receive close supervision at the beginning of the internship year and progresses to where the intern would function independently by the middle of the school year. Our lead school psychologist provides intense support throughout the internship.
- Interns are assigned two schools in which they will work. They receive a placement with a grade level they are comfortable with and a placement with a school not in their comfort area. The intern will complete daily responsibilities under the guidance of a certified school psychologist.
- Our lead school psychologist must sign off on all psycho-educational reports. She will direct the intern in selecting assessment protocols to use and how to troubleshoot areas of concern.
- The intern will complete all assessments, observations, interviews, gain initial consent from parents, meet with staff, write reports, and deliver testing results at the scheduled IEP meeting.

- Interns will also learn to conduct an FBA, write a BIP, and oversee a manifestation determination meeting.
- All assessment timelines must be followed according to state guidelines.
- Interns will assist other school psychologists when needed.

**Approximate time Associated with completing Tasks:**

- IEP results meetings: 45 minutes
- File review for reevaluations: 30 minutes to 1 hour.
- Student evaluations: 45 minutes up to 2 hours.
- Classroom observations: 45 minutes
- Writing reports: approximately 3 hours

**How will Intern be Evaluated?:**

The university submits an evaluation form they need us to use for providing feedback to interns, so we use the university's form. We staff with interns once a week to review files, look at cases, and for provide feedback. Also, we use the university's evaluation form to provide a mid-year review of the intern's progress.

**Funding:**

- \$20,000 to pay the intern for her services.
- \$1,000 set aside to provide stipends for afterschool services. (Doing services after the hours of school, in homes, community centers, etc.)

- \$4,000 set aside for travel, conference reimbursements, and supplies (Testing Protocol Meetings, SPED Procedures, Report Analysis and Writing of Reports, Functional Behavior Assessment, Behavior Intervention Plans, etc.)
- Benefits \$1,530.00
- **TOTAL: \$26,530.00**

## 6. School Facility Repairs

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

## 7. Providing Mental Health Supports

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*Director of Mental Health:** In an effort to ensure that all aspects of COVID-19 are addressed in its entirety in an effective and timely manner, Lauderdale County Schools will pay the salary of the Director of Mental Health to be readily available to respond to any COVID related issue 100% of the time throughout the day. The position will be assessed by: decreased referrals received from schools, increase in number of student success stories, increases in student academic performance by being in the educational setting more, student improvement as noted by observations in classrooms, and yearly job performance evaluation. (Salary and benefits for 2 years = **\$150,954.96**)

Training for staff (21-24) on how to deal with students that are having COVID-19 related mental issues will be conducted by the



Director of Mental Health during staff inservice week in August. These trainings may include, but are not limited to: Trauma Informed Schools, Life Skills Training, Social Emotion Learning, Restorative Practices and Circles, etc. **(\$5,000.00)**.

## 8. High Quality Instructional Materials for Math Adoption

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

**NOTE:** Items in this category will require more extensive rationale/support.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*Ready Math Curriculum bundle:** This is used to supplement our Ready Math Curriculum by front loading lessons with interactive video tutorials, used during classroom instruction or additional practice. Ready Math can be effectively utilized by in-person students as an aligned resource. Ready includes formative practice checks for understanding and standards practice that can be assigned by the teacher. Ready also includes a 'My Path' component which places students into the program based off of their benchmark diagnostics results to insure students are working on grade level. Therefore, Ready allows students to work on grade-level standards and on their individual level for intervention to assist in closing gaps in understanding and facilitating growth. This program can be assessed by scores on the Ready diagnostic test given three times a year, progress monitoring modules, and end-of-unit assessments. **(\$121,455.00)**

**\*9-12 Math Adoption:** Investments will be made in grades 9-12 to provide teachers and students with high-quality instructional material in math. Special attention will be made in selection to choose a curriculum that effectively addresses standards where we are seeing learning gaps. Funds will be spent on curriculum pieces and materials associated with this curriculum. Assessment of this program will be in the improvement of Math scores on the ACT, EOC, and final exams. **(\$30,000.00)**

**\*Eureka Math: (22-23)** Eureka Math Equip/Affirm for grades 1-5 allows teachers to assess students' prior to teaching a new module to identify gaps in learning as well as progress on Essential Foundational Knowledge (EFK). Equip also provides teachers with specific guidance, supporting lessons, and fluency activities to address each EFK skill needed for remediation. With the results, teachers are able to intervene

prior to and during the module to close gaps and increase student mastery on the EFK, preparing students to be successful on upcoming math concepts and skills. **(\$29,700.00)** Eureka Math inSync Grades K-5 provides teachers and students with a learning tool, including videos, to supplement and support math learning at home and in-person. The videos allow teachers to assign lessons as needed for front loading prior to in-class learning, reinforce learning after classroom instruction, or support absent or quarantined students. When used strategically, the videos assist in addressing content and skill gaps. During PLCs or collaborative planning sessions, teachers are able to view and discuss videos to increase teachers' content knowledge. The videos also provide support for inexperienced or struggling teachers. This is a Tier I standards based curriculum. This program will be assessed by mid-year module, end-of-year module, and TN Ready assessments. **(\$14,600.00) Total = \$44,300.00 for an additional year**

ESSER 3.0 funds will be used to purchase Eureka Math student consumable workbooks to support student learning with this curriculum for one additional school year. **(\$43,580.17)**

## 9. High Quality Instructional Materials for Early Literacy

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

**\*Edmentum:** The continuous use of state standard aligned Edmentum courses for learning support along with in-class instructional resources for 7-8th grades and high school content areas. This program will be assessed by increased scores on state assessments, EOCs, ACT, and final exams. **(3 years - \$75,000.00)**

**\*Geodes:** Students in K-2 who are developing accurate and automatic decoding skills in reading need access to decodable text that is sequenced to incorporate words that are consistent with the letters and sounds that they have been explicitly taught. To bridge the gap between knowledge building and decoding (Simple View of Reading) the district will use ESSER 3.0 funds to purchase Geodes by Great Minds. Geodes are knowledge-building books that are highly accessible for developing reading that combine carefully selected language and knowledge with phonemic concepts and sight words that are sequenced to align with structured reading and spelling programs. The books are 80% decodable and align with the content of Wit & Wisdom to support students as they learn to read and build rich knowledge and vocabulary. Geodes will provide students with additional

opportunities to practice those critical foundational skills while supporting students as they build deep content knowledge in Tier 1 instruction. Through thoughtfully selected content, engaging visual art, and explicit support of vocabulary development, students read to learn while learning to read. Both skills and knowledge are necessary for reading comprehension. This program will be assessed by an increase in EOY STAR levels, EL Skills Block and AimsWeb scores that are benchmarked three times a year. (Supplies and Materials for this program include, but are not limited to: decodable text, Geodes books, sight word cards, spelling materials, etc. **\$114,545.00**)

### 10. Public Health Coordination and Protocols

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

### 11. Conducting Other Necessary Activities

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

Describe how the proposed activities/use of funds supports the focus area and how the effectiveness of the activities will be assessed.

### 12. Indirect Cost

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

### 13. Administrative Cost (5% limit)

\$  Amount

The amount box auto-populates based on inputs from the Budget Page.

## Resources

[Click here to open the application guide.](#)

LEA Program Details

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Administration Cost**

**Program Administration: The reasonable and necessary costs to manage the federal grant in a compliant and effective manner.**

- The LEA is not utilizing grant funds to administer the ESSER 3.0.** Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and the other funding sources that will contribute to administrative staff salaries/benefits.
- The LEA is utilizing grant funds to administer the ESSER 3.0.**

**Systemwide Administration for ESSER 3.0 Grant Administration - Staff in this table are those who work in the central office on the direct administration of the grant.**

Systemwide Administration for LEAs **Using ESSER 3.0 Funds for Direct Administration:** Staff in this table are those who work in the central office on the direct administration of the grant. If the LEA is not using ESSER 3.0 funds for grant administration, do not enter staff in this table.

	Headcount	FTE
Administration		
Resource Specialist		
Program/Project Director	1.00	1.00

Other (specify) Clerical	2.00	2.00
Total		

Will new positions be hired with these funds?

No ▼

**If yes, ensure these positions are reflected above.**

Provide a brief description of the reasonable and necessary administrative activities and personnel. This includes the FTE and amount deducted from the grant.

Three positions will be paid stipends to administer ESSER 3.0 grant and all reporting that comes with the grant.

Two clerical persons will be paid a \$4,800.00 stipend and benefits per year for 3 years.

One Supervisor will be paid a \$4,800.00 stipend and benefits per year for 3 years.

These positions will take care of all of the financial, reporting, monitoring, and auditing related to ESSER 3.0 funds.

## Planning

Reflect on the challenges that the LEA faced during the COVID-19 pandemic. What prioritized needs did the LEA identify during the pandemic?

Lauderdale County Schools (LCS) released for Spring Break March 16-20, 2020. The ever-widening scope of events leading to the eventual closure of schools made the district's first priority feeding students. As one of the Tennessee's 15 distressed counties, food insecurity for families with school age children was (and is) the initial focus of school closing when district staff met March 19, 2020. As the likelihood of school resuming was questionable, increasing COVID numbers across the state made food distribution to students critical. The district administration team in coordination with the Director of Food Services left that first meeting with an implementation plan to included school site drive-thru pickup staffed with school administrators and volunteers and identified community sites across the

district where school buses staffed with district and school personnel would make deliveries. The district's app, social media accounts, and marquees advertised distribution plans. Approximately, 215,000 meals (breakfast and lunch) have been distributed under USDA guidelines through May 22, 2020, the official end of the school year. School site drive-thru pickups will continue through the summer months.

With a food distribution plan in place, the district and school administration staffs addressed the delivery of instructional materials. Immediate problems were identified: 1) mode of delivery, 2) managing delivery, 3) content (new material vs review materials), and, 4) expectations for student work with the announcement of final grades as of March 20, 2020.

1) Mode of delivery: While LCS has an app and social media accounts, the district estimates that more than 50% of students do not have access to internet and, in fact, internet is not available in some areas of this rural county. There are multiple areas within the county where even cellphone service is unreliable. Similarly, even if access is available, many students do not have the devices necessary to access the internet for digital content and instruction.

Note: Currently, the district is surveying families to establish a better estimate of internet access and devices across the district. However, those responding probably have access to the internet.

2) Managing delivery: District staff ascertained that two forms of delivery would be advantageous: links to pdfs and digital sites; and, paper copies for those without access and/or devices. ELA and math were prioritized for delivery. Science and social studies contents were added later. Electronic copies were posted on the district's app and social media accounts. Paper copies were available at school site drive-thrus.

3) Content: Issues emerged when considering content. 1) Could instruction continue by providing new materials without a means of providing instruction? 2) Would the best format be review material with the goal of maintaining skills? 3) How would high school courses such as CTE courses or other electives be addressed? To provide consistent communication to students and families, the district decided to provide review assignments for ELA and math and later added science content. If individual teachers had established class content with enrolled students, they were encouraged to continue.

4) Student expectations: Because the district has no learning management system, nor did most teachers feel comfortable with presenting content in a digital format, student work was not returned for grading. With the announcement that grades would be finalized as of March 20, 2020, materials provided were to maintain skills and were optional though highly encouraged. Many families took advantage of the paper copies and pickup lines were long.

Even though there was the announcement of grade closure as of March 20, 2020, the district decided that for students at the high school level, especially seniors with failing grades in core classes, should be provided the opportunity to bring grades up to passing. Each high school contacted students with core classes failures individually. Students were provided packets assembled by the classroom teachers to complete. Many packets were personally delivered by school staff and, if requested, picked up by school staff. Completion again was optional.

Dual enrollment classes operated under the auspices of the higher education partner. If technology was an obstacle, the higher ed partner or the district worked to resolve the problem. Students enrolled in Niswonger online classes were polled for access to internet and/or device. Students without one or both were provided paper copies necessary to complete the courses. Paper copies were collected and scanned to the online teacher.

Note: High Quality Instructional Materials are in place for K-8 ELA and math. Secondary ELA is in the process of implementing High Quality Instructional Materials. However, the pandemic-related instructional gap reiterates the need for HQIM at the secondary level.

ESSER 1.0 funds helped to address the need of student Chromebooks and hotspots for home Internet. These played a major role in the school year 2020-2021 being hybrid.

With 20-21 being a full school year of hybrid attendance for students, curriculum with full digital access because a focus so that the student could come to class one day and work from home continuously the next. ESSER 2.0 funds helped address this need.



Teachers having more access to technology items for teaching classes online or live from class for the students that were not in-person that day because a recognizable need. ESSER 2.0 funds were used to upgrade all classrooms with Smart Boards and the ability to use Google Education Suite products to fully teach to an classroom of students at the same time and to the students viewing from home.

Our wireless network could not handle all of the "traffic" once half of our students were at school and everyone on their Chromebooks. We are in the process of upgrading our district Internet service with e-rate funding to be able to handle a large majority of our students on their Chromebooks at the same time.

Teachers' laptops are four years old. They are not able to be upgraded to do things needed on the Smart boards that are now in all classrooms. ESSER 3.0 funds will help address that issue.

Our buildings are in need of maintenance and repairs to the HVAC systems, roofs, secure entries, boilers, and fire code compliance. ESSER 2.0 and 3.0 funds will help address those needs and get these buildings back in safe and air healthy quality for students and staff.

## Learning Loss

**Note: Required minimum of 20% of funds must be used to address learning loss through evidence-based interventionist that respond to students' academic, social, and emotional needs.**

\$ 2,677,920.43 **The minimum amount required based on the LEA allocation.**

Provide information on how the LEA is measuring and addressing learning loss and how ESSER 3.0 funds will support these measures. Please include an overview of the evidence-based interventions the LEA will implement to address learning for students.

Lauderdale County will monitor K-12 students using the universal screener, Aimsweb, to gauge skill levels in literacy and math. These screeners will be given three times a year to place students in needed intervention blocks while also monitoring growth and identifying skills gap. In addition, benchmarks will be given in ELA, math, science and social studies 2-3 times this year to monitor students' grade-level knowledge of the state standards and their proficiency or gaps in understanding.

Teachers will use high quality instructional materials in all core subjects along with the supplemental materials provided within each curriculum.

The LEA will conduct various programs using the ESSER 3.0 funding to address learning loss our students have accumulated due to COVID-19. These programs are: Summer Learning, Bridge Camps, High School Camps, partnering with TN All Corps for high dosage tutoring, and targeted learning series. Another use of ESSER 3.0 funds will be to make sure the district provides students with focused curriculum to address those identified learning gaps by using EL Skills Block, ELA texts, Eureka Math, iReady Reading, McGraw Hill Social Studies and Wit&Wisdom.

### **Oversight Plan**

Summarize the LEA's plan for reporting, monitoring, and auditing supports and capacity related to ESSER 3.0 funds.

\*The same group of core people (Superintendent, Asst Superintendent, Federal Projects Director, Federal Bookkeeper) will monitor all ESSER grant funds. This group meets every two weeks, or more, if needed, to review where the district is in spending ESSER funds.

\*All ESSER spending has to go directly through the Federal Projects Director for her to sign off on the invoice and PO.

\*The Federal Projects Director is familiar with federal monitoring procedures whether it be results-base, desktop, self, and/or fiscal.

\*Each quarter, reviews and reports will be generated and submitted.

\*Every 6 months, publicly posted reports will be updated with the latest information applicable.

### **Consultation with Stakeholders**

Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders, including, but not limited to:

i. students;

ii. families;

iii. school and district administrators (including special education administrators); and

iv. teachers, principals, school leaders, other educators, school staff, and their unions.

v. Tribes;

vi. civil rights organizations (including disability rights organizations); and

vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

\*

\* Public surveys are sent out to get feedback from families and community members. The District Plan stakeholder group is also sent the link to the survey to encourage them to respond and share their feedback.

\*These results are updated and posted on district and school websites, social media, and local media sources every 6 months, maximum.

\*Administrative meetings were held on multiple occasions with administrative teams from all schools to construct the survey and agree upon the spending of main areas in the ARP ESSER funds.

\*A survey for all that wanted to participate was released via social media sites, school web sites, and the district web site. This survey consisted of five questions covering the main areas that ARP ESSER funds could be spent and an open comment section. In the responses to the survey, all of the stakeholder groups listed above had representation.

\* Provide an overview of how the public stakeholder input was considered in developing the LEA's plan for ARP ESSER funds.

The public stakeholder input was collected by the survey. The district took those results and recognized the trends that the answers revealed. We then developed a spending plan in conjunction with what the survey reflected.

### **Planning for the Use and Coordination of ARP ESSER Funds**

\* How will the LEA use the remaining ARP ESSER funds consistent with statutory requirements?

Our district's spending plan and intent is not to have funds remaining from ESSER 3.0 after the grant timeline has expired.

- \* Summer Learning and Bridge Camps
- \*STREAM Camps
- \*Targeted Tutoring/High dosage tutoring
- \*Accelerated Tutoring/High dosage tutoring
- \*Curriculum and interventions to address learning loss
- \*Curriculum and programs to address learning acceleration
- \*Professional development for staff
- \*CTE Inspiration Camps
- \*Early College opportunities
- \*Building maintenance and needs
- \*Educational technology
- \*Special Population needs
- \*Mental Health Support
- \*HQIM Math
- \*HQIM Literacy

\* How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students?

Lauderdale County will monitor K-12 students using the universal screener, Aimsweb, to gauge skill levels in literacy and math. These screeners will be given three times a year to place students in needed intervention blocks while also monitoring growth and identifying skills gap. In addition, benchmarks will be given in ELA, math, science and social studies 2-3 times this year to monitor students' grade-level knowledge of the state standards and their proficiency or gaps in understanding. Teachers will use high quality instructional materials in all core subjects along with the supplemental materials provided within each curriculum.

All of these tools are broken down by the subgroups stated and monitored as to progress or lack there of. Intervention, as well as regular academic decisions, are made after the data has been gather and analyzed during PLC meetings, administrative meetings, and Principal/Supervisor/Superintendent meetings that occur on a monthly

basis.

The Director of Mental Health and Coordinated School Director work closely together with administrators and counselors at each school. Social workers are actively monitoring emotional and mental health needs of their building. COVID numbers are closely monitored and reported to the Superintendent, as needed. These COVID students are then monitored when they return back to the school environment to make sure that adjustments are happening and things are moving forward for these students.

## **Resources**

[Click here to open the application guide.](#)

Personnel Details Systemwide

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Systemwide Instruction & Support - Staff in this table are those who are supported with one-time funds and work across multiple school sites as needed.**

	Headcount	FTE
<b>Coaches / Consulting Teachers</b>		
<b>Instructional Paraprofessionals</b>		
<b>Non-Instructional Paraprofessionals</b>		
<b>Interventionists</b>		
<b>Parent and Family Engagement</b>		
<b>Other (specify) School Psych Intern</b>	1.00	1.00
<b>Other (specify) Technology Director</b>	1.00	1.00
<b>Other (specify) Mental Health Director</b>	1.00	1.00
<b>Total</b>	<b>3</b>	<b>3.00</b>

## Resources

[Click here to open the application guide.](#)

Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

Regular School-Year Staff Funded with One-Time Funds

Teachers		Paraprofessionals		Interventionists		School Counselors		Parent and Family Engagement		Other 1 - Specify Bus driver		Other 2 - Specify		Other 3 - Specify		Other 4 - Specify		Total	
Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
60	16.50	28	3.50							12	1.00							100	21.00
60	16.50	28	3.50	0	0.00	0	0.00	0	0.00	12	1.00	0	0.00	0	0.00	0	0.00	100	21.00

Resources

[Click here to open the application guide.](#)



N/A

**Summer School Personnel Funded with One-Time Funds**

Teachers		Paraprofessionals		Instructional Facilitators		Site Administrator / Clerical		School Counselors		Parent and Family Engagement		Other - Specify Bus driver	
Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
225	23.00	67	7.00									4	2.00
225	23.00	67	7.00	0	0.00	0	0.00	0	0.00	0	0.00	4	2.00

**Resources**

[Click to open the application guide.](#)

## Charter Schools Program Details

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

N/A: The LEA certifies that no public charter schools are geographically located in the district.

The following question must be answered by LEAs with charter schools. ARPA and specifically the ESSER 3.0 funds were intended to provide relief funding and support for all public schools - both traditional and charter. Additionally, all LEAs with charter schools can retrieve the Charter School Needs Assessment template from the Related Documents page, share the template with each charter school, and reupload all completed overviews prior to submitting this application for review and approval.

\* 1. LEAs receive a per-pupil allocation for students in public and charter schools. Outline the process used to ensure charter schools are receiving their proportionate share of ESSER 3.0 benefits to their traditional public school counterparts.


## Resources

[Click to open the application guide.](#)

Related Documents

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant**

**Optional Documents**

<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
Charter School Needs Assessments: Only for LEAs That Have Charter Schools within Their Boundaries	 <a href="#">Charter School Needs Assessment Template</a>	

## Assurances

### Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Grant

\* The local educational agency (LEA) hereby assures the state education agency (SEA) that the LEA meets each of the following conditions:

#### Assurances

1. The LEA shall to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to coronavirus.
2. **The LEA shall report spending progress and reimbursement request on a monthly basis to the Tennessee Department of Education, along with any other required documentation..**
3. The LEA must track in their standard accounting program ESSER 3.0 funds separately from ESSER 1.0 and 2.0 funds.
4. All programs, services, and activities covered by this Grant Application will be operated in accordance with state and federal laws, regulations, as well as approved policies and rules as established by the Tennessee State Board of Education and the Tennessee Department of Education. The U.S. Office of Management and Budget's Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards are available [here](#).
5. Expenditures will be in compliance with the standard accounting procedures and guidelines established by the Tennessee Department of Education, federal legislation, and [F&A Accounts Policy 03](#).
6. Recognize that state approval of an application does not relieve the LEA of its responsibility to comply with all applicable program and fiscal requirements.
7. Grant funds **will not** be expended in any manner other than as outlined in the budgeted section of the approved grant application. Funds **will** only be expended for allowable costs. Any changes to the original budget must be pre-approved by the department before line items are modified. The LEA acknowledges that this program is subject to funds availability and that the department reserves the right to terminate program activities and expenditures for convenience at any time.

8. Use fiscal control and fund accounting procedures that ensure proper disbursement of and accounting for federal funds paid to that agency under each program as noted in Cash Management Improvement Act (CMIA) 7211R rule.

9. Keep such records, and provide such information to the department, as may be reasonably required for fiscal audit, data reporting, and program evaluation.

10. Program activities, expenditures, and records shall be subject to monitoring by the department. LEAs must maintain documentation of all expenditures and should submit this documentation with the final report.

11. Activities should align with the intent and purpose of the ARPA Acts as outlined in the H.R. 748 legislation. Allowable services, activities, and expenditures funded with the ARPA Act align with the ESEA, IDEA, and Perkins, and other allowable programs shall be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

12. Special Education and Related Services will be provided in compliance with established Federal and State Rules, Regulations, & Minimum Standards.

13. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in any program or activity receiving Federal financial assistance;

14. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance; and

15. All regulations, guidelines, and standards issued by the Tennessee Department of Education and U.S. Department of Education under any of these statutes.

### **Charter Assurances (if applicable)**

The LEA will ensure that Charter Schools have an equal opportunity to participate to the full extent in the ARPA grant and will allocate per-pupil funds accordingly.

1. The LEA has a clear process for ensuring all applicable laws and regulations regarding ESEA, IDEA, and other programs and funding are followed in its authorized charter schools.

2. The charter school will comply with all requirements associated with the funding source as a condition for the state to receive any of the federal funds.

3. The charter school will maintain accurate and timely project records which document progress in implementing

this project, and which demonstrate compliance with all state and federal fiscal and program requirements.

4. Charter schools will receive reimbursements within three business days of the LEA receiving the reimbursement request allocation from the Tennessee Department of Education.

5. Charter plans submitted to the LEA must be approved within five business days and any non-approved plan must be sent Tennessee Department of Education, Division of Federal Programs and Oversight for a third-party review.

\* **Additional Assurances** -The assurances below were added to the application in May 2021, in connection with the **Safe Return to In-Person Instruction and Continuity of Services Plan**. Check the box to agree.

1. LEAs must develop and make publicly available their *ARP ESSER Funding Application* no later than **Aug. 1, 2021**. All plans must be made publicly available on the LEA's website and published on the Tennessee Department of Education's (department) website within thirty (30) days of approval.

2. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaning consideration of that input.

3. ESSER plans must be in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally interpreted; and upon request by a parent who is an individual with a disability, provided in an accessible format to that parent.

4. LEAs must **update** the *Safe Return to In-Person Instruction and Continuity of Services Plan* **at least every six months** through **Sept. 30, 2023**, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.

**Lauderdale County (490) Public District - FY 2022 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 - Rev 0 - Elementary and Secondary School Emergency Relief (ESSER) 3.0 Checklist**

This checklist is a means of communication between the TDOE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the TDOE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the TDOE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the TDOE determines that the item has been corrected, Attention Needed will be changed to OK by the TDOE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

**General Checklist Comment**

No comments have been made at this time

**Checklist Description (Collapse All Expand All)**

<input type="checkbox"/>	<b>1. Cover Page</b>	OK	▼	Debbly Thompson	11/17/2021 8:10:10 AM
	1. Cover Page				
<input type="checkbox"/>	<b>2. Budget</b>	OK	▼	Debbly Thompson	11/17/2021 8:10:10 AM
	1. Budget				
	2. Spending Plan				
<input type="checkbox"/>	<b>3. Program Details</b>	OK	▼	Debbly Thompson	11/17/2021 8:10:10 AM
	1. Program Details				
<input type="checkbox"/>	<b>4. Personnel Details</b>	OK	▼	Debbly Thompson	11/17/2021 8:10:10 AM
	1. Systemwide				
	2. Regular School Year				
	3. Summer School				
<input type="checkbox"/>	<b>5. Charter Schools</b>	Not Applicable	▼	Julia Hudson	10/20/2021 4:26:07 PM
	1. Charter				
	2. Related Documents				