



State of Alabama
American Rescue Plan (ARP)
Elementary and Secondary School Emergency Relief (ESSER) Fund
Local Educational Agency (LEA) Application

GENERAL INFORMATION

1. LEA Information

LEA Name	Trussville City Schools
Mailing Address	113 North Chalkville Road
Physical Address	113 North Chalkville Road
City/Town and Zip Code	Trussville, Alabama 35173
Superintendent's Name	Dr.Pattie Neill
Contact Person	Mr.Jim Kirkland
Contact Person Position	Assistant Superintendent/Chief Financial Officer
Contact Telephone Number	(205) 228-3021
Contact Email	jim.kirkland@trussvillecityschools.com

REQUIRED NARRATIVES

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

Trussville City Schools plans to utilize funds to continue with practices that will mitigate learning loss as a result of the COVID 19 pandemic. Our plan will consist of employing part-time reading and math interventionists to work at each of our three elementary schools and middle school. The interventionists will be responsible for primarily providing Tier 3 instruction for students through the use of various programs and small group instruction. We will utilize this funding for the 2022-2023 school year.

TCS will also utilize funds to employ teachers to teach during our Summer Literacy Camps. Teachers will provide instruction to our most vulnerable students based on data collected throughout the school year. The Literacy Camp will occur in July (possibly June) of 2022. The camp will be 5 days a week with Friday's being deemed a virtual instruction day where students will apply skills learned throughout the week. Funds will also be utilized to purchase necessary curriculum needed to teach the content. All curriculum used will be on the ALSDE approved list.

How will the LEA use evidence-based interventions to address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?

We currently have part time interventionists employed at each of our three elementary schools and middle school. The interventionists are all certified teachers who have been trained specifically in evidenced based interventions, i.e. All components within the Sonday System, Successmaker math, etc. The interventionists work with all students deemed to be in the greatest need based on assessment date, PST, etc.

How will the LEA comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a)?

The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER program.

Trussville City Schools understands the statute encompasses the barriers listed above. Our districts current policies and practices have been established to eliminate such barriers. In Trussville City Schools none of the following characteristics impeded equitable access or participation in opportunities: gender, race, national origin, color, disability or age. The Assistant Superintendent of Finance, Assistant Superintendent of Curriculum, and District Literacy specialist participated in a committee to establish priorities. Students with disabilities or special needs are offered all services in the fund projects.

Our district will use funds to employ interventionists and teachers to support all of our students academically including our most vulnerable populations (low-income families/special needs/ESL population). For example, data will be reviewed for all student populations through mandatory screeners such as AIMSweb as well as participation in school based problem solving teams to ensure that any student needing further academic assistance from an interventionist will receive it. We will ensure that no student or teacher will be denied participation based on gender, race, national origin, disability or age by utilizing data to inform decisions as mentioned above. We will use multiple data sources to provide targeted, and specific interventions to help mitigate continued learning loss of these students. For example, we will use data gained from state assessments, local assessments We will employ quarantine facilitators to assist the classroom teacher in helping all students who must be isolated/quarantined from school as a result of being positive for Covid or away due to exposure or possible exposure. The LEA is committed to meeting the needs of all stakeholders as evidenced above. If a barrier arises, TCS will address needs as quickly as possible to overcome any such barrier.

How will the LEA actively monitor their allocations, conduct interim audits to ensure an appropriate application of funds, collect and manage data elements required to be reported, and report this information to the community?

All data collected as a result of summer literacy participation must be reported to the Alabama State Department of Education which then in turn will be reported to the community at large by the ALSDE. We are requiring that our part time interventionists also collect data based on their work with individual students. We will consistently monitor this data in conjunction with literacy assessment data, PST data, etc. on a monthly basis in order to monitor and make adjustments in our instructional delivery for students. Administrators at the schools (and our literacy and math coach) will meet bi weekly with interventionists. Will will monitor on a monthly basis as we pull reports from our data base to have data meetings. These reports will serve as audits of services.

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

In the scenario presented above, teachers, administrators, literacy/math coaches, will be in constant communication with students involved with either summer literacy camp or work with interventionists within the school by way of:

progress reports from screening assessments
meetings when applicable to review data
development of Student Reading Improvement Plans (SRIP)
results from various assessments (AIMSWEB, ACCESS, etc)

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

www.trussvillecityschools.com . This url will take you to our main page and under District News the reopening FAQ's may be accessed

Trussville City School students receive face to face instruction five days a week with only

LEA RESERVATION TO ADDRESS LOSS OF INSTRUCTIONAL TIME

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

Evidence-based Interventions are allowable for the following:

1. Summer Learning & Summer Enrichment Programs
2. Extended Day Programs
3. Comprehensive After-School Programs
4. Extended School Year Programs
5. Other

Summer Learning & Summer Enrichment Programs - Budget Grid

Function	Object	Program	Amount	Brief Description of Expenditure
9130	199	4800	\$67,354.19	salries - traditional summer school & summer reading and math camps
9130	220	4800	\$8,372.13	benefits retirement
9130	230	4800	\$4,175.97	benefits social security
9130	240	4800	\$976.63	benefits medicare
9130	250	4800	\$6.73	benefits SUl

Provide the following information for Summer Learning & Summer Enrichment Programs:

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

Example:

ARP ESSER funds will be used to host a Summer Enrichment Camp during the Summer of 2023. The camp will run for two weeks for four days a week. Subjects to be covered are science, technology, engineering, mathematics and reading. We will purchase general supplies such as pencils, notebooks, glue, color pencils, copy paper, etc. to effectively run the program. We will also purchase ELA & Math manipulatives to help improve student achievement. Additionally, we will purchase an online subscription to XYZ Company for the duration of the summer program to assist our participating EL students with the curriculum (See attached job description).

Total cost: \$109,030.00

9130 - [010-199] (Salaries) \$54,450.00 | 9130 - [200-299] (Benefits) \$11,430.00

9130 - [400-499] (Materials and Supplies) \$2,800.00 | 9130 - [400-499] (Software) \$20,000.00

4120 - [010-199] (Bus Driver Salaries) \$12,500.00 | 4120 - [200-299] (Bus Driver Benefits) \$3,200.00

4120 - [300-399] (Mileage for Buses) \$4,650.00

ARP ESSER funds will be used to host a summer literacy and math camp. Summer literacy camp will run at least 4 weeks with instruction totaling 70 hours and math camp will run approximately 2 weeks . Camps will run the month of July of 2022. Teachers will utilize a screener to assess students as well as various curricular material s i.e. Sonday system, Voyager, etc.

Traditional summer school: 6 FTE

Summer Reading Camps: 16 FTE

SUMMER MATH CAMPS: 8 FTE

Total Costs: \$80,885.65

9130 - [010-199](Salaries) \$67,354.19; [200-299] (Benefits) \$13,531.46

Extended Day Programs - Budget Grid				
Function	Object	Program	Amount	Brief Description of Expenditure

Provide the following information for Extended Day Programs:

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

n/a

Comprehensive After-School Programs - Budget Grid				
Function	Object	Program	Amount	Brief Description of Expenditure

Provide the following information for Comprehensive After-School Programs:

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

n/a

Extended School Year Programs - Budget Grid				
Function	Object	Program	Amount	Brief Description of Expenditure

Provide the following information for Extended School Year Programs:

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

n/a

Other - Budget Grid				
Function	Object	Program	Amount	Brief Description of Expenditure
9130	199	4800	\$39,000.00	salaries quarantine facilitators
9130	200's	4800	\$7,113.09	benefits
1100	199	8100	\$283,038.30	salaries: Academic Support Specialists
1100	200's	8100	\$21,680.73	benefits

Provide the following information for Other:

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

We will utilize this funding to continue providing academic assistance for our K-12 students who have lost in person instructional time due to being isolated/quarantined as result of contracting COVID or being exposed and as a result must complete learning from home for a given number of days. We will hire teachers to act as quarantine facilitators and serve in the role of assisting the classroom teacher in helping to be sure that students are completing assignments when away from school. We will require 13 facilitators representing 5 schools. . This will continue throughout the duration of the 2021-2022 school year.

Total Costs: \$46,113.09 FTE of QF's 3 at HTMS, 2 at MES, 4 at HTHS, 2 at CES and 2 at PES
9130 - [010-199](Salaries) \$39,000.00; [200-299] (Benefits) \$7,113.09

ARP ESSER funds will be used for the 2022-2023 school years to assist with closing the achievement gap of students within the district. Academic Support Specialists work with all students, and can utilize several strategies to help mitigate learning loss. Academic specialists also illicit the use of Tier 2 and Tier 3 learning programs such as Success maker and Sonday System to reinforce concepts that are being remediated. Please see below for various teaching strategies utilized by our specialists:

1. Spiraling is a method of teaching that focuses on the regular reviewing of certain topics throughout a curriculum.
2. Emphasize content that is necessary for future learning i.e .multiplication skills in order for students to learn long division in math.
3. Catch up courses via our tier 2 math program to create mini-lessons to focus on specific material in a short amount of time.
4. Personalized learning to adapt lessons and make accommodations for each of their students. There are several ways instructors can more easily personalize lessons plans, teaching methods, and curriculum. We emphasis:
 - Assess – Start by conducting baseline assessments before personalized learning begins. Every few weeks to once a month conduct short assessments to determine if your learning techniques are successful.
 - Intervene – After each assessment, plan intervention that is specific and pinpoints areas the child needs the most help with.

Academic Support Specialists will be retired teachers, so no insurance or state retirement will be necessary.
Total Cost: \$304,719.03 FTE's 1.5 at PES, 1 at MES 1 at HTMS, 2 at HTHS, 1 at CES and 1 at PES
1100 - [010-199](Salaries) \$283,038.30; [200-299] (Benefits) \$21,680.73

[illegible]

The remaining LEA funds after the LEA Reservation to Address Loss of Instructional Time can be used for a wide range of activities to address needs arising from the COVID-19 pandemic. Please refer to the allowable uses document in the Document Library for more guidance.

Budget Grid									
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[illegible]

Examples of Expenditure Explanations
<p>Personnel Example #1: ARP ESSER funds will be used to employ two system-wide EL teachers (2.0 FTE) for the 2021-2022 and 2022-2023 school years to assist with the consistent increase of EL students within the district. In addition to working with students, the EL teachers will work with classroom teachers to ensure appropriate instructional strategies are implemented. (See job description in Related Documents section.)</p> <p>Total cost: \$550,880.00 1100 - [010-199] (Salaries) \$354,450.00 1100 - [200-299] (Benefits) \$196,430.00</p>
<p>Personnel Example #2: ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022 and 2022-2023 school years to assist with closing the achievement gap of students within the district. The following list identifies the number of teachers and paraprofessionals at each school: School A - 2 Paraprofessionals (2.0 FTE); School B - 1 Teacher (1.0 FTE) & 1 Paraprofessional (1.0 FTE). (See job description in Related Documents section.)</p> <p>Total cost: \$417,813.00 1100 - [010-199] (Salaries) \$321,123.00 1100 - [200-299] (Benefits) \$96,690.00</p>
<p>Technology & Online Subscriptions Example: ARP ESSER funds will be used to purchase Chromebooks, Chromebook carts, document cameras, and touch screen panels to increase academic technology usage and improve student achievement. ARP ESSER funds will also purchase a subscription to ABC (all subscriptions will expire prior to September 30, 2024).</p> <p>Total Cost: \$432,158.00 1100 - [300-399] (Software License) \$30,000.00 1100 - [400-499] (Technology) \$402,158.00</p>
<p>Facility Improvements Example: ARP ESSER funds will be used to replace 3 air conditioner units at ABC Elementary School, install 2 new air conditioner units at EFG Middle School, and repair 1 air conditioner unit at IJK High School. All services will be completed by June 2024. Total Cost: \$55,500.00</p> <p>7200 - [500-599] (Capitalized Units) \$18,500.00 3200 - [400-499] (Non-Capitalized Units & Supplies for Repairs) \$37,000.00</p>
<p>Professional Development Example: ARP ESSER funds will be used to provide ongoing, high quality professional development for administrators, teachers, and other instructional staff that support increased student achievement in all core subject areas.</p> <p>Consultants: Our mathematics adoption textbook company (ABC Company) will provide high quality professional development in October 2021 and December 2021 to all teachers within the LEA to prepare them for the COS adoption.</p> <p>Total Cost: \$14,000.00 2215 - [300-399] (Consultants) \$14,000</p> <p>Stipends: Teachers and other instructional support staff will be provided a stipend to participate in professional development that is outside of their contracted hours during the Spring of 2022.</p> <p>Total Cost: \$19,230.00 2215 - [010-199] (Stipends) \$11,456.00 2215 - [200-299] (Benefits) \$7,774.00</p> <p>Substitutes: Teachers will work collaboratively during the school day to develop curriculum maps and common formative assessments once a quarter for the 2022-2023 school year for a total of 4 days. Our LEA uses ABC Company for subs, so all subs are contractual, and no benefits are provided.</p> <p>Total Cost: \$18,000.00 2215 - [300-399] (Contract for Subs) \$18,000</p> <p>Materials and Supplies: General supplies will be needed for all professional development sessions to include but not limited to chart paper, easels, paper, notebooks, pens, pencils, markers, colored pencils, etc.</p> <p>Total Cost: \$3,400.00 2215 - [400-499] (Supplies & Materials) \$3,400.00</p> <p>Conference Attendance: 6 Teachers & 2 Administrators will attend the MEGA Conference (Mobile, AL) in July 2022 to be provided professional development from the ALSDE to support student achievement. Travel costs will include hotel, per diem, and mileage.</p> <p>Total Cost: \$22,000.00 2215 - [600-899] (Registration) \$4,000.00 2215 - [300-399] (Travel) \$18,000.00</p>
<p>Curriculum Materials & Assessments Example: ARP ESSER funds will be used to purchase assessment supplies and materials to help provide real time data to increase student achievement. These will include actual assessments and general supplies. All services will be purchased by the end of the 2021-2022 school year.</p> <p>Total Cost: \$8,791.00 2130 - [400-499] (Assessment Supplies & Materials) \$8,791.00</p>
<p>Parent & Family Engagement Activities Example: ARP ESSER funds will be used to purchase family handouts and resources for our Family Literacy Night in 2021 and 2022. The resources will include ELA and Math manipulatives and supplies needed to create family activities.</p> <p>Total Cost: \$4,500.00 2190 - [400-499] (Supplies and Materials) \$4,500.00</p>

Provide the following information for all expenditures in this section:

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

ARP ESSER funds will be used to employ certified teachers and paraprofessionals for the 2021-2022, 2022-2023, and 2023-2024 school years to provide continuation of services.

The following list identifies the number of teachers and paraprofessionals at each school:

CCTR 0693 - 3 Teachers (3.0 FTE) and 1 Paraprofessional (1.0 FTE);
CCTR 0695 - 1 Teacher (1.0 FTE)

Total cost: \$931,182.12 | 1100 - [010-199] (Salaries) \$652,584.00 | 1100 - [200-299] (Benefits) \$278,598.12

ARP ESSER funds will be used to purchase curriculum based instructional materials and supplies:

1100 [411] \$165,223.65

Online Subscriptions to be ordered: Successmaker; Amsweb, Do The Math, and Amplify

ADMINISTRATIVE COSTS

Program Administration must be reasonable and necessary in order to manage the federal grant in a compliant and effective manner.

Administrative Costs - Budget Grid

Function	Object	Program	Amount	Brief Description of Expenditure

Provide a summary of how the grant program will be administered, including the title of the staff responsible for the grant administration, the FTE(s), and other funding sources (if applicable) that will contribute to administrative staff salaries/benefits. Additionally, the description must include all estimated costs and match the budget grid above.

INDIRECT COSTS

Indirect Costs represent the expenses of doing business that are not readily identified with the ARP ESSER but are necessary for the general operation of the organization and the conduct of activities it performs. These costs must be reasonable and necessary, and LEAs can use the unrestricted indirect cost rate for calculation.

Indirect Costs - Budget Grid

Function	Object	Program	Amount	Brief Description of Expenditure
6000-6999	910	---		Indirect Costs for the LEA

What is the Unrestricted Indirect Cost Rate for the LEA?

RELATED DOCUMENTS

Attach the following documents to the application when submitted for approval:

- 1) Job Descriptions for ALL Federally Paid Personnel (if being paid with ARP ESSER Funds)
- 2) OPTIONAL: Evidence-based Documentation for the 20% Reservation
- 3) OPTIONAL: Any additional supporting documentation

ASSURANCES

Programmatic, Fiscal, and Reporting Assurances

The local educational agency (LEA) assures it will submit a plan to the Alabama State Department of Education (ALSDE) that contains such information as ALSDE may reasonably require, including all information required by the U.S. Department of Education's (ED) Interim Final Requirements on ARP ESSER. The LEA will submit the plan by the date established by ALSDE.

The LEA will use ARP ESSER funds for activities allowable under section 2001(e) of the ARP and will reserve at least 20% of its ARP ESSER funds to address learning loss through the implementation of evidence-based interventions.

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

The LEA assures either:

- (a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in ED's Interim Final Requirements, or
 - (b) It developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP that meets ARP requirements.
- (ARP was enacted March 11, 2021).

The LEA also assures that before making the plan publicly available, the LEA must seek public comment on the plan and take such comments into account in the development of the plan.

The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the ALSDE or ED may reasonably require including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (FFATA); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

The LEA assures that records pertaining to the ARP ESSER award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act).

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) ED and/or its Inspector General; (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; or (iii) the ALSDE.

The LEA will use ARP ESSER funds for purposes that are reasonable, necessary, and allocable under the ARP.

The LEA will provide services and assistance from ARP ESSER funds to students and staff during the period of funds availability. (March 13, 2020 – September 30, 2024)

Other Assurances and Certifications

The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

The LEA assures that, with respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program.

The LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

The LEA will take all necessary steps to allow every student, teacher, and other program beneficiary to participate in the ARP ESSER program. If any barrier arises that impedes equal access to, or participation in the ARP ESSER program, the LEA will quickly address and resolve those issues.

The LEA will comply with all applicable requirements of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (sometimes referred to as the Uniform Guidance, or the Uniform Grant Guidance (UGG)).

The LEA will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

GEPA Assurances

The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications, including, but not limited to federal education program laws, the General Education Provisions Act, the Education Department General Administrative Regulations, and the Uniform Grant Guidance.

The LEA assures that control of funds provided to the LEA, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property.

The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds.

The LEA will make reports to the ALSDE and to ED as may reasonably be necessary to enable the ALSDE and ED to perform their duties and that LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as the ALSDE or ED deem necessary to perform their duties.

The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of ED programs.

The LEA assures that any application, evaluation, periodic program plan or report relating to an ED program will be made readily available to parents and other members of the general public.

The LEA assures that in the case of any project involving construction—

- (a) the project is not inconsistent with overall State plans for the construction of school facilities, and
- (b) In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

GEPA Assurances (Cont.)

The LEA assures they have adopted effective procedures for acquiring and disseminating to teachers and administrators participating in an ED program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

The LEA assures that none of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

To the best of my knowledge and belief, all the information and data in this application are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this application, all relevant provisions and requirements of the American Rescue Plan Act of 2021 (ARP Act), Pub. L. No. 117-2 (March 11, 2021), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, *et seq.*; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate, and other enforcement actions.

James A. Kirkland

LEA Chief Financial Officer (Typed Name)


LEA Chief Financial Officer Signature**Dr. Pattie Neill**

LEA Superintendent (Typed Name)


LEA Superintendent Signature

(205) 228-3021

Telephone Number

08/27/2021

Date

(205) 228-3018

Telephone Number

08/27/2021

Date

Send completed application to ARPapps@alsde.edu.**Upon approval of the application, funds will be released to the LEA.****ALSDE Internal Use Only**

Date Application Received: _____

Date ALSDE Approved: _____

State Superintendent and/or Designee Signature_____
Date

TRUSSVILLE CITY SCHOOLS
Job Description

POSITION TITLE: Academic Support Specialist

QUALIFICATIONS: Alabama State teaching certificate in area of instructional responsibility
NCLB criteria for Highly Qualified Teacher
At least three years of successful teaching experience
Multisensory Structured Language Education preferred
Such alternatives to the above qualifications as the Board of Education may find appropriate and acceptable

REPORTS TO: System wide employee
Reports to Assistant Superintendent for Curriculum and Instruction
Works out of Office in Special Education Department

JOB GOAL: To create and provide academic support and remediation for students at risk of failure and to collaborate with teachers and parents to ensure student success and the completion of school

EVALUATION: Alabama State Evaluation Program

PERFORMANCE RESPONSIBILITIES:

1. Provides guidance and instruction for students experiencing academic difficulty.
2. Serves as an active participant on Problem Solving Team (PST).
3. Collects and analyzes data regarding student performance and potential drop-outs.
4. Collaborates with PST, counselors, teachers, parents, administrators, and other providers to ascertain students' academic needs and create a plan for improvement.
5. Provides small group and/or individual instruction to students.
6. Maintain accurate documentation of student performance, progress, needs, and strengths and advise teachers.
7. Communicates with parents, teachers, and administrators on an ongoing basis.
8. Supports the System Testing Coordinator with the implementation of the SDE mandated testing program accommodations.
9. Performs other duties as assigned by the supervisor.
10. Provides screening for students in the bottom quartile on reading assessments.
11. Provide Professional Development on Dyslexic specific training, assistive technology screening, and/or classroom strategies.
12. Meet regularly with Assistant Superintendent and special education coordinator to identify students in need of specific services.

Board Approved: June 19, 2006

Amended: July 27, 2015, August 17, 2015

TRUSSVILLE CITY SCHOOLS
Job Description

POSITION TITLE: Teacher

QUALIFICATIONS: Alabama State teaching certificate in area of instructional responsibility, NCLB criteria for Highly Qualified Teacher

REPORTS TO: Principal

JOB GOAL: To create and provide engaging and challenging work for students to maximize each student's ability in accordance with local and state courses of study.

EVALUATION: Trussville City Board of Education Personnel Evaluation Plan

PERFORMANCE RESPONSIBILITIES:

1. Plans and delivers instructional activities for students consistent with student needs and district instructional goals.
2. Demonstrates an appropriate level of subject matter knowledge for the instructional assignment as evidenced by daily presentation of subject matter practices.
3. Establishes behavior standards, provides classroom routines, and practices effective oral communication and listening skills resulting in a learning environment that promotes learning and self-discipline among students.
4. Demonstrates the effective evaluation of student needs and progress by engaging in entry level diagnosis activities, test construction, record keeping, appropriate referral of students with special needs, preparing students for assessment, effective test administration, and post assessment follow-up activities.
5. Delivers instructional activities in a manner demonstrating a variety of instructional techniques, promoting positive interaction among students, and providing for appropriate practice of activities and skills focusing upon the desired learning outcomes.
6. Establishes and maintains a high level of rapport with other teachers, team leaders, department heads, district-level coordinators and/or program directors, and instructional support and service employees of the school district.
7. Establishes and maintains a level of rapport with students that results in students being shown that all individuals are deserving of respectful and dignified treatment and promoting a healthy self-concept in all students.

8. Demonstrates a positive and technically competent set of parent/community relations' skills including oral communication, written communications, and listening skills in-group and one-on-one situations as necessary.
9. Fulfills professional responsibilities beyond those exhibited in the classroom to include participation in school co-curricular programs, school and district program improvement efforts, participation in community and parent groups, and abides by and promotes high ethical standards.
10. Participates in professional growth activities leading toward enhancing professional qualifications.
11. Models appropriate personal characteristics and work habits that are consistent with personal development goals established for students.
12. Performs other such duties as required and/or assigned by the principal.

TRUSSVILLE CITY SCHOOLS

JOB DESCRIPTION

JOB TITLE: Special Education Assistant (Aide)

RESPONSIBLE TO: Teacher and Principal

JOB GOAL: To assist the teacher in achieving the identified instructional/behavioral objectives and to help students take full advantage of the instructional program and available resources.

QUALIFICATIONS

1. Equivalent of two years post-secondary education, or an associate's degree or a High School Diploma or GED equivalent with a passing score on the Work Keys test,
2. Knowledge and understanding of academic and behavioral strategies and techniques to assist students in learning;
3. Word processing/computer experience (preferred); and
4. Good attitude towards children and peers with strong interpersonal skills.

DUTIES AND RESPONSIBILITIES

1. Perform tasks related to classroom instruction under the supervision of a certified teacher;
2. Works with identified student(s) to maintain behavioral control and implement positive behavior intervention plans as designed as needed.
3. Works with small groups of students to reinforce learning initially introduced by the teacher.
4. Guides independent study, enrichment work, and corrective/remedial instruction directed by the teacher.
5. Assists individual students who need special attention and/or assistance.
6. Assist the teacher in preparing instructional materials for classroom and student use.
7. Assists with routine classroom clerical duties.
8. Assists individual students and/or teachers with the use of assistive technology/adaptive devices, as needed.
9. Assists in the supervision of students who participate in special class activities.
10. Supervises student(s) who may need to leave the classroom setting to do independent or small group work.
11. Helps with extra duties related to the supervision of students, including, but not limited to lunch periods, bus duties, assemblies, field trips, recess, etc.
12. Physical ability to perform the duties as assigned.
13. Participates in in-service and professional development activities as needed.
14. Maintains the confidentiality of all students.
15. Performs other duties as assigned by the teacher or principal.

Board Approved: November 7, 2005

Amended: December 11, 2017

TRUSSVILLE CITY SCHOOLS
Job Description

POSITION TITLE: Quarantine Facilitator

QUALIFICATIONS: This will be a supplement paid to existing teachers for extra off contract duties.

REPORTS TO: Assistant Superintendent of Curriculum and Instruction

PERFORMANCE RESPONSIBILITIES:

- Work is done after school hours with a supplement by semester (\$1500)
- Communicate availability to students/families thorough office hours or calendar appointments
- Daily review of Q spreadsheet
- Confirm they are in Schoology class of quarantined student (Registrar will add them to Powerschool which will sync to Schoology- similar to when a long term sub is added)
- 3 parent and student communications
- Document in Q spreadsheet
- Regular communication with classroom teacher
- If QF have low numbers at any given time, they will assist with other grade levels as needed in their school.