

ARP ESSER - Application Details

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Cover Page & Required Narratives

Superintendent of Schools

Name
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ARP ESSER Point of Contact
Name
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Role
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Phone
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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?
 * Cares I & II funds were used to implement the following strategies: correct use of masks, physical distancing, handwashing etiquette, cleaning and maintaining healthy facilities and contact tracing with follow-up isolation and quarantine as needed. Beginning school year 21/22, the following strategies continue to be used to mitigate and/or prevent the spread of COVID-19: all individuals, students and staff, are required to wear masks/face coverings, the district provides cloth and disposable to students and staff, schools are provided with plentiful supplies of disinfectant wipes, spray and sanitizer, school custodial staff are provided with electrostatic sprayers, used to treat and disinfect classrooms, school buses, work areas and the cafeteria, water fountains are disconnected and replaced with water bottle refill stations, and multiple touch free hand sanitation stations have been provided for each campus and work area within the school district.
 How will the LEA ensure that the evidence-based interventions will address the academic impact of lost instructional time and ensure that those interventions respond to the academic, social, emotional, and mental health needs of all students including underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English Learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care) and those who are particularly impacted disproportionately by the COVID-19 pandemic?
 * The Bibb County School District will use a variety of data to ensure that the interventions are addressing the academic impact of lost instructional time. Most all students will require assistance is getting caught up, and some students will require content as well as best practice interventions to regain lost instruction. There are many options specific to schools and district leadership that will help students rebound; however, it will take a willingness to go beyond traditional approaches to interventions and rethinking scheduling, course offerings, and staff assignments. Specific steps that will be taken to allow for catch up. Additional instructional time, strong content teachers and student centered groupings will assist in meeting targeted needs that are identified by the following:

ACAP
ACCESS (EL)
PreACT
ACT
Workkeys

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

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

* All students, district employees, and stakeholders will have access to the above mentioned funding and programs regardless of gender, race, color, national origin, disability, and age. Equity within the school district involves supporting the outcomes of students and staff of all backgrounds and abilities. Training sessions will be held to empower teachers and administrators in avoiding situations that allow for inequity. Teachers are encouraged to reflect on their beliefs and create an equitable learning environment in the classroom. Teachers must also be aware of the biases that exist in their training. Efforts should be made to reduce race and gender barriers. Although unintentional, students of color and specific gender are often excluded.

In presentation of the ESSER program and spending, the district must be very specific is goals and spending and avoid vague information. In addition, information presented should be very transparent so that stakeholders can see past spending as well as goals of the program, moving forward.

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?

* LEA Plans will be reviewed every six months during the grant period. The LEA will seek public input and incorporate public input when determining if revisions are necessary and in making and revisions to the Plan. The ARP Plan will be posted on the district website. Written comments/suggestions will be taken as submitted by the public. All stakeholders will be kept informed through emails, Superintendents updates and communication calls. Interim audits will be conducted and led by the CSFO and the district leadership team to ensure appropriate application of funds.

Newly hired Federal Programs Bookkeeper will monitor budgets and report to district leadership team on a bimonthly basis.

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

* Decades of research outline a clear need for parent involvement in a child's educational experience. When families are engaged, their children are more likely to succeed. There is no one-size-fits-all approach to family engagement. It's crucial to ensure families have a voice in their child's educational experience and in decisions that affect the funding and organization of the educational institution. To engage parents, the school district must focus efforts on developing trusting and respectful relationships. Parents and schools must embrace a philosophy of partnership and be willing to share power between parent and institution. Bibb County Schools will use Parent Involvement days to build relationships between teachers/administrators/district leaders and parents. Opportunities will be given where parents can opt in various communication "channels" which will allow them up-to-date information on ESSER funding and spending. Providing information to keep parents informed will allow them to have information they can act on-information that is relevant to them and that will allow them to feel a greater level of control and engagement. Periodic updates will be made to the information on the district website. Written input is welcome at any time.

Presentations within the community will be given as requested, to keep community stakeholders informed.

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

* https://docs.google.com/presentation/d/1FagY17ki088l72L5Lpk2j-Fno6vPJ66MKnr_a2rfqo/edit#slide=id.g8c9957b59a_0_130

LEA Reservation to Address Loss of Instructional Time

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

For this reservation of funds, the following interventions are allowable: