



State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Governor's Emergency Education Relief (GEER) Fund
Local Educational Agency (LEA) Application

In order to receive a CARES Act GEER Fund allocation, an LEA must submit this application to the SEA.

GENERAL INFORMATION

1. LEA Information	
LEA Name	Butler County School System
Mailing Address	211 School Highlands Road
Physical Address	211 School Highlands Road
City/Town and Zip Code	Greenville, AL 36037
Superintendent's Name	Joseph Elland
Contact Person	Lisa Adair
Contact Person Position	Federal Programs Director
Contact Telephone Number	(334) 382-2665
Contact Email	lisa.adair@butlerco.k12.al.us

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Section
The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter) :

A. Private School Equitable Services Allocation

NOTE: Use the Private School Equitable Services Implementation Form for this section.

The LEA has no private schools in their attendance area
 The LEA has private schools but ALL declined to participate in CARES Act GEER funding
 The LEA has private schools that will participate in CARES Act GEER funding

Complete the section below only if you have private schools that will be participating in GEER funds:

Total LEA GEER Allocation	\$217,368.00
Total LEA Private School Allocation	\$28,435.73
Total LEA Private School Administrative Costs Set-Aside	\$2,843.57
Total # of Private Schools Participating	1.00
Total Student Enrollment at the LEA	2,857.00
Total Student Enrollment at ALL Participating Private Schools	430.00

B. Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: \$41,565.10

- The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.
 The LEA will not use this allocation for equipping school buses with Wi-Fi capabilities.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: _____
- Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: _____

C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.

LEA Allocation for Section C: \$109,580.71

- The LEA will use the allocation above for providing additional academic support to students.
 The LEA will not use this allocation for providing additional academic support to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)
Amount to be transferred: _____
- Before and After School Tutoring for Learning and Remediation in Schools (D)
Amount to be transferred: _____

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: \$37,786.46

- The LEA will use the allocation above for providing tutoring to students.
 The LEA will not use this allocation for providing tutoring to students.

Complete the section below only if your LEA chooses not to use this allocation:

Reason/Rationale: _____

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)
Amount to be transferred: _____
- Academic Support to Bridge Learning and Achievement Gaps of Students (C)
Amount to be transferred: _____

NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.

2A. Equitable Services Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Provide a brief explanation answering the following questions:

- 1) Were services from private schools accepted or refused in your LEA?**
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?**
- 3) When did private schools in your LEA receive timely and meaningful consultation?**
- 4) What services will each private school receive and when will the services be implemented?**
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?**
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?**

Butler County School System (BCSS) has one private school, Fort Dale Academy (FDA) and they have accepted services for GEER funding. Their new headmaster, David Sikes, accepted the funding on behalf of the school. They received a total allocation of \$28,435.73 of which 10% or \$2,843.57 was administrative set-aside for indirect costs. The remainder of their budget was \$25,592.16. At the consultation meeting on August 11, 2020, they addressed the following needs to be budgeted accordingly. In March, FDA had to quickly transition to remote learning. While they already had a 1:1 initiative it was not set-up for a remote only learning environment; therefore, learning and achievement gaps were created. To address those gaps and prepare for blended learning, they would like to use GEER funds to purchase the following: iReady software (\$9,000), WiFi hot spots (\$392.16), ACT prep Software (\$1,200), and after-school tutoring services (\$15,000). They hope to purchase the products immediately upon approval of the GEER application and offer after-school tutoring immediately upon students return to school. FDA's technology director will support the technical capacity of the software. She also collaborates with the BCSS technology director.

2B. Equipping School Buses with Wi-Fi Capabilities

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

BCSS intends to use the entire School Bus WiFi allocation (22% of total allocation), to purchase the actual WiFi equipment. The total allocation for School Bus WiFi is \$41,565.10. Our Transportation Department will install the equipment on the buses. None of our buses are currently equipped for WiFi capabilities. One of the primary reasons we could not go to remote learning when schools were closed due to COVID was because so many of our students live in remote rural areas and they don't have access to internet. With the purchase of WiFi equipment on the buses, we will be able to transition smoothly to remote learning in the case of another local school or system shut down due to the pandemic. We would be able to park our buses in areas with the greatest need during school closures since the buses would not be transporting students during those times.

2C. Additional Academic Supports to Bridge Learning and Achievement Gaps

Applicable Grade-Level(s) (Check all that apply):

Pre-K K 1st 2nd 3rd 4th 5th

Applicable Support(s) (Check all that apply):

<input checked="" type="checkbox"/>	Reading/ELA Family Engagement/At-Home Learning Resources
<input checked="" type="checkbox"/>	Math Family Engagement/At-Home Learning Resources
<input type="checkbox"/>	Dyscalculia-Specific Screener
<input type="checkbox"/>	Dyslexia-Specific Screener
<input checked="" type="checkbox"/>	Vulnerable Populations Resources or Supports
	ES <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input checked="" type="checkbox"/>

NOTE: Only answer the questions below that apply to supports selected above by the LEA.

Reading and Math Family Engagement/At-Home Learning Resources

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

BCSS intends to use the entire Academic Supports allocation (58% of total allocation), to purchase reading and math family engagement at-home kits to supplement the Schools PLP virtual curriculum for remote and virtual learning to help bridge learning gaps and engage the family in remote learning. These kits would be primarily for K-5 grades and our vulnerable student populations, specifically our students who receive special education services. The total allocation for Academic Supports is \$109,580.71. These kits would include grade-level appropriate manipulatives for math, literature for reading, and any additional materials that may be needed to help engage students who are learning remotely in the curriculum.

Dyscalculia Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

N/A

Dyslexia-Specific Screener

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to evidence-based science of reading criteria;
- Provides ability and options to universally screen, identify risks, progress monitor, and/or report results in a seamless system;
- Provides recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps; and
- Provides additional opportunities to screen students beyond grade 3 (if applicable).

N/A

Vulnerable Populations Supports

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Provides streamlined approach to gather, use, and monitor identified vulnerable population data;
- Includes tools or resources to assist with development and/or implementation of individualized plans for specific needs of students;
- Includes communication tools to ensure meaningful communication in a language understood by the parents/guardians;
- Provides evidence-based learning activities that align to students' plans; and
- Provides other related or applicable services specific to vulnerable populations.

Same as Reading/Math Family Engagement.

BCSS intends to use the entire Academic Supports allocation (58% of total allocation), to purchase reading and math family engagement at-home kits to supplement the Schools PLP virtual curriculum for remote and virtual learning to help bridge learning gaps and engage the family in remote learning. These kits would be primarily for K-5 grades and our vulnerable student populations, specifically our students who receive special education services. The total allocation for Academic Supports is \$109,580.71. These kits would include grade-level appropriate manipulatives for math, literature for reading, and any additional materials that may be needed to help engage students who are learning remotely in the curriculum.

2D. Before/After School Tutoring

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to *Alabama Literacy Act* requirements for students who are identified with a reading deficiency;
- Provides learning opportunities outside of the traditional school day; and
- Includes description of employee duties/responsibilities aligned to intensive intervention needs.

BCSS intends to use the entire Before/After School Tutoring allocation (20% of total allocation), for salaries, benefits, materials and supplies to offer after-school tutoring to students at no charge. The total allocation for After-school tutoring allocation is \$37,786.46 = Salaries \$25,500.00 + Benefits \$5,100.00 + Materials and Supplies \$7,186.46. All of our Greenville schools are able to offer after-school programs to students free of charge as they receive either 21st CCLC or School Improvement grants. The GEER allocation will fund our two remaining schools Georgiana (92% free or reduced) and McKenzie (65% free or reduced). These programs will target students who are reading below grade level in grades K-3. If room and funds permit we will extend the program to students K-8. These programs will focus on closing the achievement gap in reading and will provide intensive intervention in reading. Since BCSS will a 1:1 system, we will be able to provide "after-school" support even if we are forced to educate our students remotely due to school closures as a result of the pandemic.

How will the LEA plan for implementation and measure impact for effectiveness for purchases identified?

We are already planning for implementation as we plan for blended models of instruction and student learning. We are initiating a 1:1 initiative and have already begun teacher professional development to ensure that we can move to remote learning smoothly. Once our schools open, we will measure student achievement and then progress monitor them through STAR assessments, and through various other local assessments. Those assessments will enable teachers, students, and families to target interventions that close the learning and achievement gaps. To measure the impact for the effectiveness of the purchases, we will collect data on those students receiving after-school tutoring, at-home learning resource support, and/or WiFi connectivity support to analyze the effectiveness of the various programs.

What is the proposed timeline for providing services and assistance to students and staff?

Upon approval of this application, the technology department will order and the transportation department will install the school bus WiFi equipment. All software and remote learning resources and supplies will be ordered and purchased and upon arrival distributed accordingly. After-school tutoring services will be made available to students beginning September 14, 2020. All funds will be expended by September 2022.

OTHER ASSURANCES AND CERTIFICATIONS

4. Other Assurances and Certifications

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- 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 for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 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 Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. Section 427 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

(a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -

(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.

(b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.

(c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.

(d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

What steps does the LEA propose 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?

Our 1:1 initiative will enable all students to have access to digital devices and WiFi connectivity on our buses will ensure all students have access to the internet. These funds give us an opportunity to breakdown barriers by making sure that all students and every teacher (no matter their gender, race, color, national origin, disability and/or age) has access to WiFi connectivity whether they are at school or working remotely. Further, we hope that our at home resources and our after-school tutoring that will be provided at no charge to the student will help reduce learning and achievement gaps, especially those that may have occurred due to long school closures. It will surely help our students from incurring additional gaps since we can now be prepared to transition to remote learning quickly.

6. Section 442 of the General Education Provisions Act Assurances

The LEA Superintendent or his/her authorized representative assures or certifies the following:

- (a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.
- (b) The general application submitted by a local education agency under subsection (a) shall set forth assurances
- (1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;
 - (2) that the control of funds provided to the local educational agency under each program, 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;
 - (3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;
 - (4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
 - (5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;
 - (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
 - (7) 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 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;
 - (8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
 - (9) that none of the funds expended under any applicable program 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.
- (c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), 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.

Brandi Mosley

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

(334) 382-2665

Telephone Number

08/14/2020

Date

Joseph Eiland

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 382-2665

Telephone Number

08/14/2020

Date

**Send completed application to CARESapp@alsde.edu.
Upon approval of the application, funds will be released to the LEA.**

ALSDE Internal Use Only

Date Application Received: 8/14/2020

Date ALSDE Approved: 8/17/2020


State Superintendent and/or Designee Signature

Date 8/17/20

Date GEER Funds Released: _____