



**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**

<b>1. LEA Information</b>	
LEA Name	Haleyville City Schools
Mailing Address	2011 20th Street
Physical Address	2011 20th Street
City/Town and Zip Code	Haleyville, AL 35565
Superintendent's Name	Dr. Holly W. Sutherland
Contact Person	Mrs. Candy Marbutt
Contact Person Position	CSFO
Contact Telephone Number	(205) 486-9231
Contact Email	cmarbutt@havic.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.

<b>2. Allowable Service(s) Section</b>
<i>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):</i>

<b>A. Private School Equitable Services Allocation</b>	
<b>NOTE: Use the Private School Equitable Services Implementation Form for this section.</b>	
<input checked="" type="checkbox"/>	The LEA has no private schools in their attendance area
<input type="checkbox"/>	The LEA has private schools but ALL declined to participate in CARES Act GEER funding
<input type="checkbox"/>	The LEA has private schools that will participate in CARES Act GEER funding
<b>Complete the section below only if you have private schools that will be participating in GEER funds:</b>	
Total LEA GEER Allocation	
Total LEA Private School Allocation	
Total LEA Private School Administrative Costs Set-Aside	
Total # of Private Schools Participating	
Total Student Enrollment at the LEA	
Total Student Enrollment at ALL Participating Private Schools	

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: \$23,696.00

- 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: Providing WI-Fi on all route buses

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$16,046.00
- 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: \$62,471.00

- 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: \$21,542.00

- 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: Before/After School tutoring salaries are less than allocation.

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: \$7,142.00

**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?**

N/A

**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.**

Haleyville City Schools will fund Wi-Fi hotspots on 3 of our buses with the GEER Funding. We have allocated CARES funding for this as well. Each student, with the assistance of our staff, has completed surveys allowing us to gather information on whether or not they currently have Wi-Fi in their homes. We will take the results of this survey and use district maps to determine areas where buses would best be utilized as hotspots on our Virtual Wednesdays as well as on other virtual learning days. The Wi-Fi on these buses will also be utilized daily as students participate in extracurricular activities, travel from home to school and from school back home providing additional online learning opportunities while in route.

**2C. Additional Academic Supports to Bridge Learning and Achievement Gaps****Applicable Grade-Level(s) (Check all that apply):**

Pre-K	<input type="checkbox"/>	K	<input checked="" type="checkbox"/>	1st	<input checked="" type="checkbox"/>	2nd	<input checked="" type="checkbox"/>	3rd	<input checked="" type="checkbox"/>	4th	<input checked="" type="checkbox"/>	5th	<input checked="" type="checkbox"/>
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**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                                  |
|                                     |  |    |                                     | 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.

Haleyville City Schools will utilize this funding to connect our families to the classroom with reading and math engagement materials and activities. We will use a portion of these funds to purchase Success Reading Backpacks which provide reading materials and activities for students to complete with families at home. These materials correspond with a picture book or novel that the family will read together and then complete the interactive activities that correspond to the reading. This can both be used as a remediation tool as well as an enrichment tool based on the level of the reader.

We will also use the funding to purchase Scholastic Math materials that will be first reviewed and discussed in the classroom and then send home with additional instruction and activities for students to complete with their parents/guardians. Students will return the completed materials and teachers will review by asking questions of how students and parents utilized the materials at home.

Finally, we will use this money to provide enrichment activities that can reach all students and populations through a makerspace cart that will travel from classroom to classroom. This cart gives the classroom teacher thousands of options of how to engage and enrich students through STEAM activities that are right at his/her fingertips. These activities not only reinforce grade level concepts; they teach students to use the Engineering Design Process to expand their thinking and enrich these standards.

**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.**

Haleyville City Schools will use this money to employ an instructional paraprofessional who will use ARI strategies as well as strategies/activities supported by LETERS training to implement individualized plans developed for our struggling readers. These plans are founded in scientific based strategies that are best practices for our students who have reading deficiencies.

We will also use this money for the salary of a Speech and Language Assistant who will implement the individual plans for specific needs of our students who have the need for these services. This disability can impair learning if not addressed individually and our goal is to ensure that these issues are identified and rectified, allowing this group to move onto a less venerable population as they grow and mature.

Our instructional paraprofessional and SLPA will be collecting data on a regular basis to help support the needs of our students.

We will communicate regularly with parents/guardians through phone calls, texts, emails, Remind, OneCall, and social media to keep parents/guardians informed.

### **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.**

Haleyville City Schools will use this money to employ staff to host a before and after-school tutoring program. The morning program, Bright Start, will employ 2 teachers. One teacher will work with students who are displaying difficulty in the classroom who speak English and we will also have a group specifically designed for our EL students. Both teachers will work with classroom teachers and use any individualized plans in place to support and reinforce classroom interventions and strategies. These teachers will be trained in the Science of Reading ARI strategies as well as will be given additional professional development in the area of math intervention.

The afternoon tutoring program, The Lions Club, will employ 4 teachers who will work with students in K-5 who are demonstrating difficulties in the classroom. We will employ 1 EL teacher who will work with a specific EL population who is also having difficulty in the classroom. All teachers will work with classroom teachers and use any individualized plans in place to support and reinforce classroom interventions and strategies. This teacher will utilize ARI strategies as will be provided additional professional development in the area of math intervention.



<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$85,659.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Speech Language Pathologist Assistant	1100-092-2300	\$29,850.00
Benefits (If applicable)	Insurance, Retirement, Social Security, Medicare	1100-210, 220, 230, 240-2300	\$12,650.00
Classroom Supplies (including print materials)	Success Reading Backpacks, Scholastic Math, Maker Space Cart	100-411-1200	\$8,465.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			
Salaries	Instructional Paraprofessional	1100-101-1200	\$21,119.00
Benefits	Insurance, Retirement, Social Security, Medicare	1100-210, 220, 230, 240-1200	\$13,575.00

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$14,400.00</b>
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	8 Tutors	9130-010-4800	\$12,000.00
Benefits (If applicable)	Retirement, Social Security, Medicare	9130-220, 230, 240-4800	\$2,400.00
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			

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

Haleyville City Schools will measure the effectiveness of the materials purchased in a variety of ways. We will use student individualized learning plans to measure the skills that students are mastering with the support of our instructional paraprofessional and morning/afternoon tutors. Students will show mastery of identified standards that they had not previously mastered. Students with SPL goals will show mastery of these goals by working with the SLPA. We will use surveys as well as check-out documentation to measure the effectiveness of our engagement materials and our Maker Space cart. We will also conduct a needs assessment, review as a team, and then move on with our plan to provide services as deemed necessary.

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

Haleyville City Schools will use these funds throughout the 2020-2021 school year..

**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?**

Haleyville City Schools will work as quickly as possible to address and correct any issues or barriers that may arise in our community in order to comply with the requirement of participation in the GEER program. We will ensure that the materials above are used by all students and all students will have equal access to participate in any of the programs before and after school that are offered to support students without attention to gender, race, color, national origin, disability or age. Haleyville City Schools work to ensure that all students are treated fairly and equitably.

**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.

Candy Marbutt  
LEA Chief Financial Officer (Typed Name)

Candy Marbutt  
LEA Chief Financial Officer Signature

(205) 486-9231  
Telephone Number

8/10/20  
Date

Holly W. Sutherland  
LEA Superintendent (Typed Name)

[Signature]  
LEA Superintendent Signature

(205) 486-9231  
Telephone Number

8/10/20  
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: 8/7/2020

Date ALSDE Approved: 8/12/2020

[Signature]  
State Superintendent and/or Designee Signature

8-12-20  
Date

Date GEER Funds Released: \_\_\_\_\_