



**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	Scottsboro City Schools
Mailing Address	305 South Scott St.
Physical Address	305 South Scott St.
City/Town and Zip Code	Scottsboro / 35768
Superintendent's Name	Jose Reyes, Jr.
Contact Person	Shella Cornelison
Contact Person Position	CSFO
Contact Telephone Number	256-218-2100
Contact Email	scornelison@scottsboroschools.net

**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	Not Applicable
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: \$ 33,026.00 \_\_\_\_\_

- 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: Students without internet will be provided w/WIFI's.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$33,026.00  
 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: \$87,069.00 \_\_\_\_\_

- 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: \$30,024.00 \_\_\_\_\_

- 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: \_\_\_\_\_

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?**

1. There are no private schools in Scottsboro nor are there any in Jackson County.
2. Not applicable.
3. Not applicable.
4. Not applicable.
5. Not applicable.
6. Not applicable.

**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.

The Scottsboro City Schools will no use GEER funds for WiFi on buses. The overwhelming majority of the students in Scottsboro City have internet connection. For those few students who do not have internet connection, those students will be provided MIFI's by the system.

**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):

- Reading/ELA Family Engagement/At-Home Learning Resources
  - Math Family Engagement/At-Home Learning Resources
  - Dyscalculia-Specific Screener
  - Dyslexia-Specific Screener
  - Vulnerable Populations Resources or Supports
- ES  MS  HS

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.

Not Applicable

**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.

Not Applicable

**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).

Not Applicable

### **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.

All students will be screened using the ALSDE-approved STAR assessment through Renaissance Learning. Spring benchmark data will identify students in grades K-3 who do not meet identified grade level proficiency standards. Students within the lowest performing 10% range will be ranked as the first students to receive summer learning opportunities. Instruction will be provided using an evidenced-based curriculum designed to use a multi-sensory approach to learning and to target specific skills identified through data. Certified teachers will meet guidelines outlined in the Alabama Literacy Act in addition to being trained to deliver the evidence-based curriculum. Additionally, a Special Education teacher and an ELL specialist will support instruction with appropriate accommodations and modifications as needed. Progress toward identified goals will be communicated weekly to parents in a language and format they can understand. The learning platform delivery model will adhere to current CDC guidelines, ADPH guidelines, and/or Governor's orders. Chromebooks, MiFi's, and Software along with tech support will be needed to assist these vulnerable students and their parents, especially if these programs have to be held in a virtual platform.

### **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.

All students in grades K-3 whose universal screener data, progress monitoring data, and/or Tier 3 placement indicates performance within the lowest 25th percentile will be eligible to receive after school tutoring services in reading and math. Direct, explicit instruction focused around individual, identified student weaknesses will be provided through evidence-based programs after school by a certified teacher trained according to guidelines from the Alabama Literacy Act and who has been trained to deliver evidence-based curriculums. Teachers will provide targeted, small group intervention lessons designed to strengthen identified reading and/or math deficiencies identified through data. Progress of mastery of grade level standards will be documented in the individual student learning plan and communicated to parents weekly in a language and format they can understand. The learning platform delivery model will adhere to current CDC guidelines, ADPH guidelines, and/or Governor's orders.



<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$120,095.00</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	Salaries for Teachers/IA/Translato	1100-199-8100	\$50,000.00
Benefits (If applicable)	Retirement, SS, MC SUI	1100-220, 230, 240, 250-8100	\$10,000.00
Classroom Supplies (Including print materials)	Provide all classroom supplies and supplemental materials	1100-411-8100	\$15,000.00
Transportation (If applicable)	Salaries to transport students to and from school (s) via SCS buses	4120-199-8420	\$3,360.00
Indirect Costs			\$0
Transportation	Benefits for the bus driver salaries	4120-220, 230, 240, 250-8420	\$660.00
Transportation	Fuel	4120-451-8420	\$1000.00
Tech Support	Salary for tech staff	2190-199-8210	\$4,175.00
Tech Support	Benefits for tech staff	190-220,230,240,250-821	\$825.00
Software	Purchase targeted assistance soft	1100-414-8100	\$15,095.00
Chromebooks/Mifi	Cbooks and Mifis provided to stud	1100-495-8100	\$20,000.00

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$30,024.00</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	Salaries for Teachers	1100-010-8100	\$23,300.00
Benefits (If applicable)	Retirement, SS, MC, SUI	1100-220, 230, 240, 250-8100	\$4,672.00
Classroom Supplies (Including print materials)	Material and Supplies	1100-411-8100	\$2,052.00
Transportation (If applicable)			\$0
Indirect Costs			\$0



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

The LEA will plan for implementation by 1) holding Central Office and local school administrative meetings in order to ensure an effective implementation model that is well understood and communicated 2) identify effective certified staff and students for the program 3) provide appropriate training for staff 4) meet with Transportation and CNP department to ensure appropriate services are provided 5) hold parent meetings for students identified (translators for EL parents). In order to measure the impact of the program, SCS will provide formative and summative assessments (including an initial screener) in order to track the progress of students within the program to include the use of STAR, Benchmark assessment, and progress monitoring. Progress monitoring will take place on a regular basis for the screener & curriculum data & MIFI u

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

The \$30,000.00 allocation in Part D will provide tutoring services for after school programs at Nelson Elementary (K) and Caldwell Elementary (1st-3rd) during the 2020-21 school year. The \$120,000.00 allocation will be used to provide staff, benefits, supplies, transportation, meals, tech support, chromebooks, MiFis, etc. during the summer months in 2021 and 2022 as well as cover these same expenses that were provided for targeted assistance programs provided in the summer of 2020. All services will be concluded by 9/30/2022.

**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?**

1) Inclusion of students in programs/opportunities through GEERS funding proportional to the natural demographic composition of the SCS to ensure equitable access to programs offered.

2) Additional training for certified staff focusing on the specific needs of EL, SPED, and TIER III populations.

3) Provide busing service to ensure the vulnerable populations are given access to programs offered in the SCS.

4) Scottsboro City Schools will work as quickly as possible to resolve any barriers that arise for any stakeholders.

**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.

Sheila Cornelison

256-218-2100

LEA Chief Financial Officer (Typed Name)

Telephone Number

*Sheila Cornelison*

1/28/2021

LEA Chief Financial Officer Signature

Date

Dr. Jose Reyes, Jr.

256-218-2100

LEA Superintendent (Typed Name)

Telephone Number

*Jose Reyes Jr*

01/20/2021

LEA Superintendent Signature

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: 1/29/2021

Date ALSDE Approved: 2/10/2021

*[Signature]*

02-10-21

State Superintendent and/or Designee Signature

Date

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