



**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	Tuscumbia City Schools
Mailing Address	303 N. Commons St. E.
Physical Address	303 N. Commons St. E.
City/Town and Zip Code	Tuscumbia, Al. 35674
Superintendent's Name	Darryl Aikerson
Contact Person	Darryl Aikerson
Contact Person Position	Superintendent
Contact Telephone Number	(256) 389-2900
Contact Email	daikerson@tuscumbia.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	
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: \$20,740.00

- 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: Tuscumbia City Schools does not provide bus transportation but did create access points for outdoor wifi.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \$15,594.38
- Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$5,145.62

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

LEA Allocation for Section C: \$54,677.00

- 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: \$18,854.00

- 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?**

Tuscumbia City Schools does not have a private school accepting services.

**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.

Tuscumbia City Schools does not transport students on buses to and from school. The system allocated other available monies to purchase, equip, and provide extended WiFi to students through the use of antennas located at each campus in the district. This extended the footprint of the existing WiFi to most students living in the school district.

**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.

-Tuscumbia City Schools will purchase resources for at home reading and math for each student who have been identified as needing additional support based on student data. Resources will be purchased based on grade level and student needs.

1. Students will receive take-home differentiated activities based on their individual reading or math levels.
2. Students will receive family engagement resources to include manipulatives, reading material, and worksheets.
3. Students will receive materials weekly on a rotating basis to coincide with their current academic progress.

-Purchase home based online learning opportunity program for students in grades K-5 that is aligned to the Alabama State Course of Study Standards for Reading and Math.

### 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.

- Tuscumbia City Schools will purchase STAR Renaissance 360 for universal screening of all students in grades K-5.
- STAR Renaissance was on the approved list of math assessments for students in grades K-3 as it supports learning in mathematics.
- STAR provides a universal screener that is supplemented with other resources provided by the state.
- STAR provides specific deficiencies for all students who are in need of intervention along with individualized learning paths that teachers may use to close achievement gaps with students who have exhibited mathematical deficiencies.
- STAR can be used to screen students up to 5th grade for dyscalculia tendencies.

### 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).

- Tuscumbia City Schools will purchase STAR Renaissance 360 for universal screening of all students in grades K-5.
- STAR Renaissance was on the approved list of reading assessments for students in grades K-3 as it supports the science of reading.
- STAR provides a universal screener that is supplemented with other resources provided by the state.
- STAR provides specific deficiencies for all students who are in need of intervention along with individualized learning paths that teachers may use to close achievement gaps with students who have exhibited reading deficiencies.
- STAR can be used to screen students up to 5th grade for dyslexic tendencies.

### **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.**

-Students who have demonstrated low achievement in math will also be offered the choice to come to before or after school tutoring.

-Schools with grades K-12 will be allowed to offer tutoring for the 2020-2021 and 2021-2022 academic year.

-Before school tutoring will offered from 7:10 a.m. to 7:40 a.m. After school tutoring will be offered from 3:10 p.m. to 3:40 p.m..

-Students who demonstrate deficiencies in Reading will be offered tutoring on Monday and Wednesday before and after school. Students who demonstrate deficiencies in Math will be offered tutoring on Tuesday and Thursday before and after school.

-Frequent communication with parents will be maintained to ensure they are kept informed about the progress of the student during the program.

-IXL Math & Reading will be utilized for student learning.

-Employee Duties: Teachers who are employed to tutor students must have first-hand knowledge of each student's individual deficiencies. Teachers will analyze data and identify specific learning gaps for each student and begin a prescribed pathway for remediation. Teachers will use current STAR Renaissance data to identify specific student needs and deficiencies. Teachers will work individually with each student when needed. Students will use a computer based program designed to meet their needs and teachers will assign the remediation specific to the student needs. Teachers will monitor and track student success or remediation needs and this data can also support the school during PST meetings in order to yield more data per child.

### **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.**

-Students who have been identified with a specific reading deficiency in grades K-3 will be offered before and after school tutoring in order to close achievement gaps in reading.

-Provide for intensive summer intervention for students with identified deficiencies.

-Schools with grades K-3 will be allowed to offer tutoring for the 2020-2021 and 2021-2022 academic year only be used for Reading as per the Alabama Literacy Act.

- IXL Reading will be utilized for student learning.

-Employee Duties: Teachers who are employed to tutor students must have first-hand knowledge of each student's individual deficiencies. Teachers will analyze data and identify specific learning gaps for each student and begin a prescribed pathway for remediation. Teachers will use current STAR Renaissance data to identify specific student needs and deficiencies. Teachers will work individually with each student when needed. Students will use a computer based program designed to meet their needs and teachers will assign the remediation specific to the student needs. Teachers will monitor and track student success or remediation needs and this data can also support the school during PST meetings in order to yield more data per child.



<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			<b>\$70,271.38</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 to provide individual & Group Tutoring	9130-011-4800	\$24,998.24
Benefits (If applicable)	Retirement, Social Security, and Medicare	9130-220/230/240-4800	\$5,002.14
Classroom Supplies (Including print materials)	Leveled reading and math texts that are differentiated according to student needs. Students will have printed enrichment worksheets	1100-411-1200/1500	\$18,000.00
Transportation (If applicable)			
Indirect Costs			
STAR	Reading and math screening tools for all students in grades K-5	1100-414-1200	\$7,000.00
Online Learning	Digital learning software for reading and math	1100-414-1200	\$15,271.00
	- IXL Math & Reading		

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			<b>\$23,999.62</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 to provide individual and group before	9130-011-4800	\$19,998.02
Benefits (If applicable)	Retirement, Social Security, and Medicare	9130-220/230-240-4800	\$4,001.60
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?**

- Teachers will be given professional development for all purchased services.
- Data will be used to determine effectiveness and impact by looking at the beginning data and ending data. Student progress or lack of progress over the course of the program will be monitored to determine effectiveness of the programs.
- All data will be monitored by the local school and the Central Office.
- Leadership meetings held with all principals to determine how best to allocate services and determine needs.

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

- Tutoring Services will begin the 2nd Semester of 2020-2021 School Year.
- All services will be concluded by September 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?**

-All barriers to instruction will be removed by the local LEA.

-If barriers arrive from stakeholders, it will be addressed as quickly as possible.

**6. Section 442 of the General Education Provisions Act Assurances**

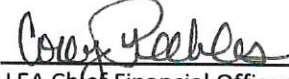
*The LEA Superintendent or his/her authorized representative assures or certifies the following:*

- (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.

**Corey Peebles**

LEA Chief Financial Officer (Typed Name)



LEA Chief Financial Officer Signature

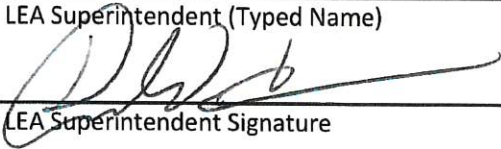
(256) 389-2900

Telephone Number

12/15/2020  
Date

**Darryl Aikerson**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(256) 389-2900

Telephone Number

12/15/2020  
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: 12/1/2020

Date ALSDE Approved: 12/17/2020

12-17-2020  
Date

  
State Superintendent and/or Designee Signature

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