



**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	WILCOX COUNTY BOARD OF EDUCATION
Mailing Address	P.O. BOX 160
Physical Address	75 CAMDEN BYPASS
City/Town and Zip Code	CAMDEN, AL 36726
Superintendent's Name	DR. ANDRE SAULSBERRY
Contact Person	MARCUS LENNON
Contact Person Position	CSFO
Contact Telephone Number	(334) 455-1502
Contact Email	MLENNON@WILCOX.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: \$25,027.00

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

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: \$88,734.00

- 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: \$22,753.00

- 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 want to have tutoring for all grades for Reading and Math

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: \$22,753.00

**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?**

\* We have recently reached out to the Private Schools on our district. All of the private schools in our attendance area have decided not to participate in GEER funding.

**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 school district will be installing Wifi technology on 20 buses to extend the range for learning for students enrolled in remote learning. We will strategically park buses in area around the county to provide internet access for underserved areas. This will also allow for students to connect to the internet while riding the school buses once in person learning is offered at a later date.

**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 type="checkbox"/>	Reading/ELA Family Engagement/At-Home Learning Resources			
<input 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.

N/A

**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.**

Through the purchase of an online program, News 2 You, students with Autism and other unique learning needs can experience new ideas through content in the program. Students will be able to build comprehension and context relative to their community and world, as well as develop new critical-thinking and communication skills.

Special education teachers will use pre-assessments results at the beginning of the school year to determine placement in programs. The students' Individualized Education Plans will be reviewed to determine the needs of the students. From these factors, the student will begin using the leveled, differentiated instruction.

The program empowers the entire IEP stakeholder team with automated, data data to streamline reporting and maintain compliance. The results of the data will be shared with parents/guardians in terms that they can understand, in their native language. Other necessary stakeholders will be provided with the results also.

The evidence-based program has relevant skills embedded, including services for which are aligned to help students reach their goals academically as well as in the home and community. The program assists diverse learners with skills to close achievement gaps and produce the best outcomes.

\*\*\*See attachment for more information\*\*\*

### **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.**

N/A

# Wilcox County Board of Education

75 Camden Bypass • Post Office Box 160 • Camden, Alabama 36726 • [www.wilcox.k12.al.us](http://www.wilcox.k12.al.us)

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Shelia S. Dortch, Vice President  
Joseph Pettway  
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Donald McLeod  
Barnard Martin Jr.



## Superintendent

Dr. André P. Saulsberry  
[asaulsberry@wilcox.k12.al.us](mailto:asaulsberry@wilcox.k12.al.us)

## Secretary

Sheria Morgan  
Telephone: 334.682.4716  
Fax: 334.682.4179

## Attachment

### Sonday System for Intervention - (\$40,000)

Students grades K-5 will be provided a universal screener to determine if they possess characteristics of dyslexia. Students identified will be provided resources based on the science of reading to provide intervention as well as strategies and resources to assist with closing achievement gaps. Students will be provided intervention and other resources for school as well as home to assist in accommodating their dyslexia characteristics. The Orton-Gillingham approved Sonday System program will be purchased which offers structured, systematic, multisensory reading intervention for readers which will assist in help supporting dyslexic characterized students. Progress monitoring will be provided in order to monitor student progress with the use of the purchased intervention system.

### Freckle – (\$24,979.44 with ELA & Math)

Freckle is an online learning platform that allows students to practice English Language Arts and Math at their own levels. Freckle is aligned with the Alabama Course of Study ELA standards. Freckle continuously adapts to each student's individual skills, so each student is getting the appropriate challenge, whether they're working at, above, or below grade level. Parents and families would love to use Freckle because it will keep their kids engaged in learning during these challenging times. The targeted and adaptive practice help students to complete work at their own level, at their own pace. It is a really great personalized/ individual learning program. Freckle is a phenomenal teaching tool. The students will always be motivated and engaged with Freckle.

### Parent/Family Hotline (\$18,190.00)

This service will be created to offer parents and families 1) assistance with technical issues that may arise during executing virtual instruction as well as 2) assistance with Reading and Math skills and concepts. Parents and families would be able to call in Monday – Friday 8:00 am – 10:00 am for technical assistance and 5:00 pm – 8:00 pm for Reading and Math assistance. The cost above includes costs for two months of phone services (\$1,750.00), tech representative (\$2,000.00), 2 elementary content (reading/math) specialists and 2 secondary content (reading/math) specialists (\$14,440.00). Before/After School Tutoring: Students grades K-3 will be provided resources, tools and support in implementing the Alabama Literacy Act to support

*"Equal Opportunity/Affirmative Action Employer"*

students with reading deficits. With the use of this funding students with reading deficits will be provided the opportunity to receive learning supports outside of the regular school day which will take place before or after school. The before or after school tutoring will be staffed with highly effective teachers of reading as demonstrated by student reading performance data, completion of multisensory structured language education, and teacher performance evaluations. Staff will provide direct, explicit, and systematic reading intervention services and supports to improve any identified areas of reading deficiency. Staff will be provided the proper intervention tools and resources to assist in reading growth for students with deficits.

#### Parenting Tips and Informational Materials (\$2,000.00)

This service would be provided in the form of a monthly newsletter that would be printed and mailed to parents and families. The bulletin would include information concerning updates to content and course work, tips and best practices for assisting with virtual learning, contacts for questions, concerns, and information concerning grade level specific content and closing achievement gaps. The cost above includes printing and supplies for two months

#### Instructional Supplies ((\$8,001.56)

The Wilcox County School System will utilize various classroom supplies for academic supports to bridge learning and achievement gaps. We will use various classroom supplies but are not limited according to student needs. We will utilize classroom supplies for reading and math intervention with the use of content instructional mini boards for small group instruction. According to data, classroom supplies will be of service to students that have various academic needs. We will also use printed materials to support academic learning for upcoming state assessments, such as ACAP Summative, ACT with writing, etc.



**3. Budget Development**

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

The LEA will use GEER funds for activities outlined in the application and allowable under Section 18002(c) of Division B of the CARES Act. The United States Department of Education **does not** expect administrative or executive salaries and benefits for IHEs, SEAs, or the other education related entities referenced at Section 18002(c)(3) to be a lawful purpose for GEER funds.

Total CARES Act - GEER Allocation: **\$113,761.00**  
 (NOTE: Make sure to include Equitable Services in the total)

Provide a detailed budget to explain how GEER funds will be used at the LEA as identified by data, needs assessments, and other areas impacted by the COVID-19 pandemic.

**3A. Equitable Services**

			Total Section A Allocation
			\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Private School Allocation	See Detailed Narrative in Section 2A		\$0.00
Private School Admin. Costs	See Detailed Narrative in Section 2A		\$0.00

**3B. Equipping School Buses with Wi-Fi Capabilities**

			Total Section B Allocation
			\$25,027.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount
Wi-Fi Equipment	Wifi equipment, installation, and services	2190-491-8210	\$25,027.00
Indirect Costs			
Other (If applicable)			

**3C. Additional Academic Supports to Bridge Learning and Achievement Gaps**

			Total Section C Allocation	\$88,734.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries	Teacher/tutors	9130-199-4800	\$12,000.00	
Benefits (If applicable)	Fringe Benefits	9190-220-250-4800	\$2,440.00	
Classroom Supplies (Including print materials)	Instructional Supplies/Parenting Tips	1100-411-8100	\$8,001.56	
Transportation (If applicable)				
Indirect Costs				
Other (If applicable)				
Instr. Software	Sonday Instructional Software	1100-414-8100	\$20,000.00	
IEP Support Software	News 2 You	1100-414-2900	\$15,000.00	
Support for Reading	Freckle	1100-414-8100	\$24,979.44	
Purchased Services	Tech Support/Licensing Fees	9130-399-4800	\$2,000.00	
Phone Services	Live Support	9130-361-4800	\$1,750.00	
Classroom Supplies	Instructional Supplies	9130-411-4800	\$2,563.00	

**3D. Before/After School Tutoring**

			Total Section D Allocation	\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Salaries				
Benefits (If applicable)				
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?**

The LEA will implement strategies that will align with actions specified in the GEER application. We determined the needs for the district after a collaborative meeting with our Math Specialist, Curriculum Specialist, Tech. Coordinator, CSFO, and School Improvement Coordinator before approval by our Superintendent.

The plan will be monitored every 9 weeks by our Curriculum Specialist. They will use term grades and testing results to determine if there are glaring needs that have to be addressed.

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

Services and assistance to students will begin September of 2020 and extend to the end of the September of 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?**

The Wilcox County Board of Education already has policies in place to prevent barriers in regards to race, gender, color, nationality, disability, and age. We will implement these measures in all programs that are offered.

**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.

Marcus Lennon

(334) 682-4716

LEA Chief Financial Officer (Typed Name)

Telephone Number

*Marcus Lennon*

10/8/2020

LEA Chief Financial Officer Signature

Date

Dr. Andre' P. Saulsberry

(334) 682-4716

LEA Superintendent (Typed Name)

Telephone Number

*Andre P Saulsberry*

10/8/2020

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: 9/25/2020

Date ALSDE Approved: 10/19/2020

*[Signature]*  
State Superintendent and/or Designee Signature

10-19-20  
Date

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