



HMS

State of Alabama
Coronavirus Aid, Relief, and Economic Security (CARES) Act
Elementary and Secondary School Emergency Relief Fund (ESSER)
Local Educational Agency (LEA) Application

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

GENERAL INFORMATION

1. LEA Information

LEA Name	Bessemer City Schools
Mailing Address	P. O. Box 1230
Physical Address	1621 5th Ave N
City/Town and Zip Code	Bessemer, AL 35020
Superintendent's Name	Dr. Autumm M. Jeter
Contact Person	Ms. Brenda P. Rumley & Mrs. Patricia Stewart
Contact Person Position	Director of Federal Programs & CSFO
Contact Telephone Number	205-432-3004
Contact Email	BRumley@bessk12.org & PStewart@bessk12.org

PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES

The United States Department of Education (USED) has approved the application from the State of Alabama for ESSER funds under the CARES Act. The availability of funds is from 4/29/2020 to 4/29/2021. LEAs will be allowed to expend funds until 9/30/2022. Pre-award costs to the ESSER fund will be allowed for allowable cost incurred on or after March 13, 2020.

2. Allowable Service(s) Assurance

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

The LEA will use ESSER funds for activities allowable under section 18003(d) of Division B of the CARES Act. The United States Department of Education **does not** consider the following to be an allowable use of ESSER funds, under any part of 18003: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

How will the LEA determine the most important educational needs as a result of COVID-19?

See Attachment Page 1a

How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

See Attachment Page 2b

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)

4/12/21

<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input checked="" type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input checked="" type="checkbox"/>	Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
<input checked="" type="checkbox"/>	Activities authorized by subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
<input type="checkbox"/>	Coordination of preparedness and response efforts of local education agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
<input checked="" type="checkbox"/>	Providing principals and other school leaders with the resources necessary to address the needs of the individual schools.
<input checked="" type="checkbox"/>	Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
<input checked="" type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input checked="" type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input checked="" type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input checked="" type="checkbox"/>	Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
<input checked="" type="checkbox"/>	Providing mental health services and supports.
<input checked="" type="checkbox"/>	Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
<input checked="" type="checkbox"/>	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Provide a detailed budget to explain how ESSER funds will be used in your LEA.

CARES Act ESSER Funds FUND SOURCE CODE 4290				
Function	Object	Program	Amount	Brief Description of Expenditure
3200	471	8230	300,000.00	HEALTH AND SAFETY SUPPLIES
2140	471	8210	200,000.00	MEDICAL AND SANITIZATION SUPPLIES
2140	399	8210	150,480.00	PROFESSIONAL SERVICES/NURSE
1100	495	8100	475,000.00	COMPUER HARDWARE (STUDENT CHROMEBOOKS, ETC.)
3200	399	8230	500,000.00	SCHOOL CLEANING/SANITIZING SERVICES
1100	411	8100	100,000.00	INSTRUCTIONAL SUPPLIES/PROGRAMS
2215	389	8220	100,000.00	TRAINING/PD FOR STAFF
9200	399	4900	16,728.00	PRIVATE SCHOOL/PD MATERIAL/SUPPLIES
2190	319	8210	30,000.00	TECH SUPPORT AND SUPPLIES
1100	399	8100	62,895.00	TUTORIAL SERVICE/TECH SERVICE ANS SUBSC.
4110	451	8410	30,000.00	ADDITIONAL TRANSPORTATION COSTS

4/12/21

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

Bessemer City Schools proposed timeline for providing assistance and services to students and staff due to COVID-19 is July 2020 -June 2021.

How will the LEA use ESSER funds to promote remote learning?

See Attachment Page 2e

3. Equitable Services Assurances

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

- The LEA receiving ESSER funds will provide equitable services to students and teachers in non-public schools as required under Section 18005 of Division B of the CARES Act.
- The LEA receiving ESSER 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 it will maintain control of funds for the services and assistance provided to a non-public school
- The LEA will ensure that it will have title to materials, equipment, and property purchased with ESSER funds.
- The LEA will ensure that services to a non-public school with ESSER funds will be provided by the LEA directly, or through contract with, another public or private entity.

Provide a brief explanation of the following: How will equitable service funds be used by the private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for services and assistance to be implemented by private schools?

See Attachment Page 4

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 ESSER funds will, to the greatest extent practicable, continue to compensate 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. In addition, LEAs that accept funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the LEA. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- The LEA will request technical assistance on the use of ESSER funds for remote learning, which includes both distance education as defined in Section 103(7) of the HEA and distance learning as defined in ESEA Section 8101(14), so that students can continue learning during school closures.
- The LEA will cooperate with any SEA monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will use ESSER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.

16/12/5

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

- The LEA will provide to the SEA the methodology used to provide services or assistance to students and staff in both public and non-public schools, the uses of funds and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.
- 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 comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 76, 77, 81, 82, 84, 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 Guidance in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

5. 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.

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6. Section 427 of the General Education Provisions Act Assurances

(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 laws cited in section 400(d) of this Act.

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?

See Attachment Page 5

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.

Patricia Stewart

LEA Chief School Financial Officer (Typed Name)

Patricia Stewart

LEA Chief School Financial Officer Signature

Dr. Autumm M. Jeter

LEA Superintendent (Typed Name)

Dr. Autumm M. Jeter

LEA Superintendent Signature

205-407-0019

Telephone Number

07/07/20 5/26/21

Date (mm/dd/yyyy)

205-432-3001

Telephone Number

07/07/20 5/26/21

Date (mm/dd/yyyy)

**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: 5/26/2021

Date ALSDE Approved: 5/27/2021

Queen
State Superintendent and/or Designee Signature

05-27-2021
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

2. Allowable Service(s) Assurance

- a. How will the LEA determine the most important educational needs as a result of COVID-19?

General Overview:

Bessemer City Schools will determine the best educational needs of our students due to COVID-19 based data, parent-student feedback, noted services that were or were not able to be provided during the stay-at-home order, and various other data sources. Bessemer City has surveyed parents, students, and employees to determine concerns, challenges, and opportunities for improvement of our virtual and/or traditional program going forward as a result of COVID-19. Our narratives cover various areas within the total school system program.

The LEA will utilize funds based upon the most dire needs. For example, needs will be determined based upon the recommendation of the superintendent. The most important educational needs will be based upon parent surveys as well as the input of educators.

Several leadership meetings were held via Zoom to determine and to assess district needs due to COVID-19. The district also issued numerous stakeholder surveys to gather information regarding the availability of digital learning devices, for teachers and students. Wi-fi connectivity and accessibility were also addressed in the surveys. Family and student familiarity with various learning platforms were also surveyed. From the survey results, important educational needs were identified for the districts learning community. A comprehensive listing of various vendor materials that were deemed relevant, age-appropriate, and educationally rich in content was shared with parents, families, and staff. Information from the surveys was analyzed and compared to end of year assessment data to identify the most important educational needs as a result of early closure due to COVID-19.

Parent, Teacher, and Administrative Surveys, Mid-Year Data (Acellus Reports, DIBELS, myOn Reports, Imagine Learning, District Benchmark Common Assessments, Teacher Observations), Post Assessment DIBELS Data from Summer Enrichment and Beginning of the Year Assessments Data.

The LEA will review documentation of what special education services were delivered to each student with a disability and analyze data collected on IEP goal progress during distance learning. The LEA will assess students with disabilities in the fall to establish baseline data of current academic achievement to determine if IEPs need to be revised to meet the student's current needs. IEP meetings will be convened if needed based on data or at the request of parents or school personnel.

Bessemer City Schools CARES ACT Attachment 2

- b. How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?

Students will be assessed three times a year using the following: DIBELS and STAR Math (K-3), STAR Reading, and Math (4-12). STAR Early Literacy may also be utilized as an alternate assessment for K-3 if needed. To address any gaps in student learning we will implement small group intervention using (iSpire, ARI Structured Literacy Framework, Freckle). We will use DIBELS (weekly, biweekly, or monthly) to monitor student's progress towards meeting benchmark goals, redesign the pacing guides to address standards not mastered prior to the disruption in educational services by aligning those standards to grade-level standards. Virtual small group remediation and intervention, after school tutoring, provide access to materials needed for student success (computers, Internet access, headphones, manipulative, etc.), Professional Development (Student Engagement, Blending Learning, Digital Platforms and Resources, Content Specific Pedagogy, Strategic Teaching, etc.)

- c. Provide a detailed budget to explain how ESSER funds will be used in your LEA.

See Budget Attached

- d. What is the LEA's proposed timeline for providing services and assistance to students and staff?

Bessemer City Schools proposed timeline for providing assistance and services to students and staff due to COVID-19 is July 2020 -June 2021.

- e. How will the LEA use ESSER funds to promote remote learning?

Bessemer City Schools will use ESSER funds to ensure that each student within the district has access to a digital device that will support the remote learning plan as established by the district and approved by the Alabama State Department of Education. New devices will be purchased to further ensure that student devices are up to date, free from prior damage, and operational with full functionality. Each device will be preprogrammed, loaded, and imaged for immediate student access and use. Special connectivity devices, (Hot Spots), will also be made available to parents and families for whom limited home connectivity is of concern.

Students and teachers will be provided with appropriate technology and resources to provide remote learning. Teachers will also receive PD related to learning platforms and navigation using the technology and order resources. Parents will participate in workshops that will help understand navigating through learning platforms, helping students with work virtually, and

accessing resources. Hotspots, WiFi-enabled devices, additional funds for teachers engaged in the Blended Model of instructional delivery will be provided.

3. Equitable Services Assurances

Provide a brief explanation of the following: How will equitable service funds be used by private schools? How will timely and meaningful consultation occur with private schools? What is the proposed timeline for service and assistance to be implemented by private schools?

Upon issuing the Intent to Participate letter to private schools within the district boundaries, one participating private school has determined that they would prefer to acquire computers for their students and staff. The school also indicated that they would like to receive professional development comparable to that offered to district teachers. Timely and meaningful consultation began as soon as the district received the CARES package indicating equitable services for private schools. Initial telephone calls were made to private schools and one responded. Letters were mailed to all schools. Follow-up telephone calls were made and as a result, one private school will participate in the CARES funding. The proposed timeline for services to the private school will be immediately upon approval of the CARES application by the SDE. The district computer purchase will include purchase for the private school as well. Computers will be ordered by June 30, 2020, with an anticipated delivery date of August 31, 2020. (8 weeks). The private school also indicated that they are interested in an instructional software program to address remote learning for their students. Due to the Equitable Services amendment for Private Schools, none of the private schools chose to participate in the identification process to determine eligibility. Resources previously delivered to the private school totaled approximately \$16,728. The previously purchased resources were cleaning supplies, PPE, gloves, hand sanitizers and such. The total ESSER original application should now reflect an adjusted total of \$1,965,103.00.

6. Section 427 of the General Education Provisions Act Assurances

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 district students, teachers, and other district beneficiaries have been provided an opportunity to inform the district of their needs, concerns, and aspirations for the education of our district children. Several stakeholders, community, parent, and student surveys have been issued via the district's various social media platforms. Surveys were also emailed to parents to gather information regarding ease of access to learning sites as well as to gather information for planning purposes as we move forward. Surveys have also been placed on each school webpage. To the best of our knowledge, no barriers exist regarding race, color, national origin, disability, or age that would impede equal access to and participation in the program. Additionally, communication lines will remain open for planning, consultation, and general support for the successful execution of identified goals and activities for our private school partners.

The LEA will provide special education teachers with laptops, printers, ink, envelopes, and stamps to conduct IEP meetings. The LEA will also provide access to web-based research-based programs for special education teachers to provide students with disabilities with targeted, specialized instructions in reading, math, writing, and transition at brick and mortar school or during distance learning.

LEA will provide differentiated instruction, electronic devices, online intervention platforms and resources, virtual instruction, small group or one on one instruction, document translation, and additional accommodations required for students' equal access to participate.