



**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	Madison City Schools
Mailing Address	211 Celtic Drive
Physical Address	211 Celtic Drive
City/Town and Zip Code	Madison, AL 35758
Superintendent's Name	Dr. Edwin Nichols
Contact Person	LaVerne Williams
Contact Person Position	Chief School Financial Officer
Contact Telephone Number	(256) 464-8370
Contact Email	lwilliams@madisoncity.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 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?**

As a district, we are examining the state guidelines in comparison to our district to determine the areas that meet the guidelines and those that do not. From there, our district is prioritizing the needs and making the necessary changes to meet the state guidelines. Our priority needs include (1) ensuring a high school online curriculum (to match what is being made available from the state department for K-8), (2) equipping schools and buses with the necessary PPE such as cleaning supplies, gloves, masks, hand sanitizer, etc., (3) having enough devices and wifi hotspots available for students who do not have access to reliable technology and/or internet access from home.

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

See Attached document.

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
<input checked="" type="checkbox"/>	Activities authorized by the Every Student Succeeds Act (ESSA).
<input type="checkbox"/>	Activities authorized by the Individuals with Disabilities Education Act (IDEA).
<input checked="" type="checkbox"/>	Activities authorized by the Adult Education and Family Literacy Act.
<input 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 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 type="checkbox"/>	Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
<input type="checkbox"/>	Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
<input type="checkbox"/>	Purchasing supplies to sanitize and clean the facilities of a local educational agency, including building operated by such agency.
<input 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 type="checkbox"/>	Providing mental health services and supports.
<input 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 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	441	8320	\$450,000.00	Cleaning supplies, masks, face shields, etc.
2220	495	8220	94869.65	chromebooks, hotspots
1100	381	1500	\$15,000.00	Traning for teachers, etc.
9200	441	2900	19327.35	PPE for Private Schools

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

The timeline for services and assistance to students and staff is July 2020 through September 2022.

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

The funds will be used to support student academic learning needs, devices, and PPE. Academically, the funds will be used for a high school online curriculum component to match the online curriculum the state is providing for K-8. The funds will also be used to provide additional training for the virtual learning environment. Funds will also be used to purchase additional devices and wifi hotspots to ensure all students in need have access to reliable devices and internet access. PPE (such as gloves, masks, hand sanitizer, etc.) will be purchased for schools and transportation to ensure the safety and protection for employees and students.

**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 attached document

**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.

*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 348S; 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.

**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?**

We will ensure that all schools receive the same supplies for sanitizing surfaces. All teachers will be trained on the virtual platform and online curriculum in the event that virtual learning will be required throughout the school year. Regarding technology, we are not a 1:1 district. However, we are securing additional devices to ensure that students without reliable internet access and/or a device will have access to a school device and/or school issued wifi hotspot so they can participate in virtual learning. The distribution of school devices and wifi hotspots will be prioritized based on student need so all students will have equal access to virtual learning activities. If barriers arise, our District will work quickly to get them resolved.

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.

**LaVerne Williams**

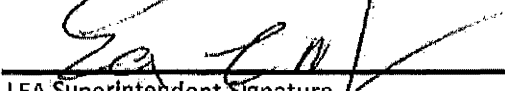
LEA Chief School Financial Officer (Typed Name)



LEA Chief School Financial Officer Signature

**Dr. Edwin Nichols**

LEA Superintendent (Typed Name)



LEA Superintendent Signature

**2564648370**

Telephone Number

**04/30/2021**

Date (mm/dd/yyyy)

**2564648370**

Telephone Number

**04/30/2021**

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: **4/28/2021**

Date ALSDE Approved: **5/7/2021**

State Superintendent and/or Designee Signature

**DS-07-2021**  
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: \_\_\_\_\_

### CARES Act Funding Questions

- a. How will the LEA determine the most important educational needs as a result of COVID-19?
  - b. As a district, we are examining the state guidelines in comparison to our district to determine the areas that meet the guidelines and those that do not. From there, our district is prioritizing the needs and making the necessary changes to meet the state guidelines. Our priority needs include (1) ensuring a high school online curriculum (to match what is being made available from the state department for K-8), (2) equipping schools and buses with the necessary PPE such as cleaning supplies, gloves, masks, hand sanitizer, etc., (3) having enough devices and wifi hotspots available for students who do not have access to reliable technology and/or internet access from home.
2. How does the LEA intend to assess and address student learning gaps resulting from the disruption in educational services?
- a. As a district, we will be using formative assessments to measure gaps in learning in the core areas when we return to school in the fall. Teachers will then be able to address the learning needs of students through whole group and small group instruction.
  - b. Our district has assessed the needs for the EL student support offering EL summer programs to K-5 and 6-12 EL students most at risk of not meeting their language development goals and making adequate progress toward English proficiency. Parent and staff surveys along with local academic data were used to determine and address the needs. EL summer programs were offered for all identified students during the month of June to offset the effect of the COVID-19 situation and address the summer slide. Language and social-emotional pre- and post-assessment was used to measure the effectiveness of the summer programs. Program data will be used in planning instruction and addressing further EL needs in the fall of 2020.
  - c. Parent and staff surveys along with local academic data will be used to determine and address the needs for the Title I students. Students will be ranked using multiple criteria to identify students most at risk of not meeting state academic standards to provide targeted assistance intervention in reading and math and offer support to offset the effect of the COVID-19 situation.
  - d. This summer we are starting our Summer Reading Camp that is aligned to the Literacy Act requirements. The Summer Reading Camp services students in grades K-3 who have demonstrated a reading deficiency. Lessons are taking place virtually this summer due to COVID-19. The lessons last approximately one hour and take place daily with every student.
  - e. Extended School Year is a summer learning opportunity available to students who receive specialized services throughout the school year. ESY targets each student's IEP goals and provides explicit instruction with opportunities for practice. They are also providing related services such as Occupational Therapy,

Physical Therapy and Speech Therapy. This year, due to COVID-19, ESY is taking place virtually.

3. What is the LEA's proposed timeline for providing services and assistance to students and staff?
  - a. The timeline for services and assistance to students and staff is July 2020 through September 30, 2022.
4. How will the LEA use ESSER funds to promote remote learning?
  - a. The funds will be used to support student academic learning needs, devices, and PPE. Academically, the funds will be used for a high school online curriculum component to match the online curriculum the state is providing for K-8. The funds will also be used to provide additional training for the virtual learning environment. Funds will also be used to purchase additional devices and wifi hotspots to ensure all students in need have access to reliable devices and internet access. PPE (such as gloves, masks, hand sanitizer, etc.) will be purchased for schools and transportation to ensure the safety and protection for employees and students.
5. 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?
  - a. Equitable services funds will be used by the private school as follows: PPE equipment for students and staff, thermometers, sanitizing supplies, plexiglass for office areas, e-learning software, and student devices.
  - b. The proposed timeline for services and assistance is July 2020-September 30, 2022.
  - c. Timely and meaningful consultation with St. John the Baptist Catholic School occurred on June 1, 2020 to share information, answer questions, and develop the program services to be provided to the private school. The initial meeting was followed by additional consultations that will continue through the implementation and assessment of services. Records of consultation (agendas, notes, and sign-ins) are kept by the district federal programs department and can be found here.
6. What steps does the LEA propose to take to permit students, teachers, and other program beneficiaries to overcome barriers...
  - a. We will ensure that all schools receive the same supplies for sanitizing surfaces. All teachers will be trained on the virtual platform and online curriculum in the event that virtual learning will be required throughout the school year. Regarding technology, we are not a 1:1 district. However, we are securing additional devices to ensure that students without reliable internet access and/or a device will have access to a school device and/or school issued wifi hotspot so they can participate in virtual learning. The distribution of school devices and wifi hotspots will be prioritized based on student need so all students will have equal access to

virtual learning activities. If barriers arise, our District will work quickly to get them resolved.