



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	Baldwin County Public Schools
Mailing Address	2600 A-North Hand Ave
Physical Address	
City/Town and Zip Code	Bay Minette 36507
Superintendent's Name	Eddie Tyler
Contact Person	John Wilson
Contact Person Position	CSFO
Contact Telephone Number	251-580-1664
Contact Email	jwilson@bcbe.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?

Secondary (7-12) - In order to determine our district's most important needs resulting from COVID-19, surveys were sent to school stakeholders to gather feedback regarding how to best meet the needs of each school given the COVID-19 school closure. In addition, the district hosted follow-up feeder-pattern meetings with school leadership to review and reflect on the information gathered from the surveys. Furthermore, additional feedback was collected at each feeder-pattern meeting to identify needs, to ensure the best plan moving forward, and to further address the COVID-19 impact.

Elementary (K-6) - Due to school closures during the COVID-19 pandemic, Baldwin County Public Schools (hereinafter referred to as BCPSS) students' educational needs are vastly different from years past. Students received a simplified version of distance learning during the last eight weeks of the 2019-2020 school year. The distance learning plan was created in haste to ensure students were not left without educational opportunities on some scale. The plan allowed students to encounter and interact with new learning, but only on a surface level. The students were not afforded the opportunities to engage in learning at the higher SAMR levels of learning, as they are typically accustomed. The depth and breadth of learning was not up to par with our normal expectations. We know this deviation from the norm created learning gaps for our students that will require revisiting certain standards and affording students new differentiated learning opportunities. This need is our most important educational need as a result of COVID-19.

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

Secondary (7-12) - BCPSS will purchase a digital platform(s) for grades 7-12 to assess student strengths and weaknesses on AL course standards. In addition, these platforms will allow us to deliver standards-based virtual instruction to supplement classroom efforts of filling gaps caused by COVID-19. The platforms will also help us to easily shift to a virtual, distance learning educational format if future school closings occur. In addition, these platforms will be utilized during each summer moving forward to close student deficits and address learning gaps from previous years. These tools will help us provide our students the opportunity to graduate on-time despite the setbacks caused by COVID-19, etc.

Elementary (K-6) - As stated previously, the hasty closing of schools due to COVID-19 and the subsequent need for a quick plan of action, generated an academic plan that provided students with an introduction to standards remaining to be taught during the 2019-2020 school year. The closure impacted our efforts as a system to meet the diverse needs of our students, including those with pre-existing learning gaps or other similarly identified needs. BCPSS will purchase a comprehensive online platform for Kindergarten through 6th grades that will allow teachers to assess students to identify current learning needs, including those learning gaps created by the COVID-19 school closure. The online platform, specifically the Renaissance Learning suite, will also provide differentiated, individualized instruction on standards students fail to show mastery of, including standards from students' previous grade levels. The assessment data from the online platform will also provide teachers with data and direction on how to provide differentiated instruction in small groups to more fully support student learning and close learning gaps for all students.

Elementary and Secondary (K-12)
BCPSS plans to harness the power of Leader in Me to help us address learning loss as it relates to the whole person, not solely academic achievement.

Leadership

Rebuild leadership skills by focusing on social-emotional learning. A lack of in-person peer and community interaction, coupled with "stay-at-home fatigue," might mean students' social-emotional skills have gotten rusty.

Engage students in relevant service-learning projects that help them rebuild social-emotional learning through practical application of the 7 Habits. Whether back in the classroom or still learning from home, students can work together to develop projects to support local businesses, rebuild

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 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 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 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 checked="" 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 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
9200	399	4900	6,759.24	Equitable Services for Baldwin County private schools - purchased services
9200	410	4900	11,717.33	Equitable Services for Baldwin County private schools - supplies
9200	489	4900	64,055.45	Equitable Services for Baldwin County private schools - non instr. supplies
9200	491	4900	11,155.31	Equitable Services for Baldwin County private schools - equipment
9200	493	4900	3,040.46	Equitable Services for Baldwin County private schools - non instr. equipment
9200	495	4900	22,568.80	Equitable Services for Baldwin County private schools - computer hardware
3200	493	8320	64,992.64	Cleaning & Sanitizing Equipment
1100	491	8100	8,340.80	Instructional Equipment to aid off-site instruction & social distancing instruction
1100	495	8100	1,679,634.47	Lenovo 300e Chromebooks with 3 year warranty; Laptops & Ipad
1100	191	8100	139,150	Teacher stipends for recording virtual lessons to be used for distance learning purposes (off contract).
1100	220-250	8100	27,097	Teacher stipend benefits for recording virtual lessons to be used for distance learning purposes (off contract).

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 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 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 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 checked="" 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 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
1100	010	4300	80,582	2020 Summer School Salary (off contract)
1100	220-250	4300	15,409	2020 Summer School Benefits (off contract)
2215	319	1750	45,908	PD for providing additional services to homeless students through the McKinney-Vento Grant
2215	412	8220	342,869.50	Material and Supplies for the implementation of "Leader in Me" throughout Baldwin County
2215	319	8220	433,500	Professional development for the implementation of "Leader in Me" throughout Baldwin County
1100	414	8100	1,122,625	Secondary distance learning assessment and curriculum software
1100	410	8100	1,052,609	Elementary Phonics Reading Kits
				Page 2 of 2

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

Secondary (7-12) - The district plans to purchase the 7-12 grade level digital platform(s) during the summer of 2020, pending the availability of funds. Once purchased, all middle and high school teachers will begin professional development on available features and how best to utilize these platforms. The platforms will be used with students beginning in August 2020. Sustained professional development on the platforms and best practices for online learning will be offered.

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

Secondary (7-12) - The online platforms will provide remediation opportunities along with initial instruction on AL course standards in core and elective subject areas. Teachers will utilize these resources to supplement their face-to-face instruction, including a blended learning format as appropriate. These platforms will also be activated to serve as an important part of our instructional plan if schools are forced to close in the future. In addition to the digital platforms,

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?

Private schools will use funds to purchase online platforms to promote distance learning, to update equipment and provide professional development on the use of online platforms. Private schools will also upgrade facilities with equipment to improve health and safety within the building.

Timely and meaningful consultations will occur via zoom conference with all participating private.

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 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.

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?

Secondary (7-12) - Our district will review each digital platform to ensure that there are embedded tools such as language translation, extended time, etc. Lessons created by lead teachers will provide inclusive, authentic instruction to overcome barriers and to make connections with BCPSS students through interactive support. These resources, purchased and created, must allow for accessibility for all students and will provide tools to address language 

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.

John Wilson

251-580-1664

LEA Chief School Financial Officer (Typed Name)

Telephone Number

LEA Chief School Financial Officer Signature

Date (mm/dd/yyyy)

Eddie Tyler

251-580-1664

LEA Superintendent (Typed Name)

Telephone Number

LEA Superintendent Signature

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: 3/15/2022

Date ALSDE Approved: 4/8/2022

State Superintendent and/or Designee Signature

Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____



BALDWIN COUNTY PUBLIC SCHOOLS

Building Excellence

Business and Finance Division

2600-A North Hand Avenue
Bay Minette, AL 36507
Email: jwilson@bcbe.org

Tel 251.937-0312
Fax 251.937-0318

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

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Elementary and Secondary (K-12)

BCPSS plans to harness the power of Leader in Me to help us address learning loss as it relates to the whole person, not solely academic achievement.

Leadership

Rebuild leadership skills by focusing on social-emotional learning. A lack of in-person peer and community interaction, coupled with "stay-at-home fatigue," might mean students' social-emotional skills have gotten rusty.

Engage students in relevant service-learning projects that help them rebuild social-emotional learning through practical application of the 7 Habits. Whether back in the classroom or still learning from home, students can work together to develop projects to support local businesses, rebuild food pantry stocks, build relationships with the elderly, clean up their neighborhood, and so much more!

Culture

Rebuild trust and culture by focusing on the emotional environment. Excessive screen time, lack of peer interaction, and time away from school structure are just a few factors that may have caused our classroom and school culture to take a step back.

Academics

Help students set goals to get back on track with the 4 Disciplines of Execution—a goal-achieving system that gets us sustainable results, over and over again. Our students may have some "wildly important gaps" to address, and that's what Wildly Important Goals, or WIGs, are designed to help us tackle.



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Secondary (7-12) - The district plans to purchase the 7-12 grade level digital platform(s) during the summer of 2020, pending the availability of funds. Once purchased, all middle and high school teachers will begin professional development on available features and how best to utilize these platforms. The platforms will be used with students beginning in August 2020. Sustained professional development on the platforms and best practices for online learning will be offered throughout the academic year and each subsequent summer.

Elementary (K-6) - The Kindergarten through 6th grade Renaissance Learning suite will be purchased, professional development provided to teachers, and access granted to all as soon as funds become available. The use of the learning platform for students will begin in August 2020 when students return to school. The learning platform will be part of a blended approach, both during typical face-to-face school sessions and if necessary, as part of our remote learning plan. Master teachers will begin creating exemplar lessons and videos as soon as funds become available to compensate the master teachers. All activities and timelines will be completed no later than September 30, 2022.



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

Secondary (7-12) - The online platforms will provide remediation opportunities along with initial instruction on AL course standards in core and elective subject areas. Teachers will utilize these resources to supplement their face-to-face instruction, including a blended learning format as appropriate. These platforms will also be activated to serve as an important part of our instructional plan if schools are forced to close in the future. In addition to the digital platforms, the district plans to purchase equipment and compensate lead teachers for the development and creation of instructional video lessons to address local needs that may not be addressed or emphasized in the digital platform.

Elementary (K-6) - BCPSS is committed to promoting remote learning for students in a manner that is reflective of the high caliber instruction we expect in our classrooms, including direct instruction. BCPSS will utilize funds to support the creation of a bank of lesson plans for Kindergarten through 6th grade that include videos of direct instruction. The videos will be created by BCPSS' master teachers, will reflect instruction of critical standards across content areas, and will be housed on an internal server for all teachers to access. The videos will be used by teachers in virtual classrooms to provide students with high caliber direct instruction and lesson activities. The videos will also serve as a mentoring tool for striving teachers to serve as an illustration of an exemplar lesson and matching instruction. Master teachers will be compensated for their efforts. Furthermore, the online platform that BCPSS desires to purchase with ESSER funds, specifically the Renaissance Learning suite, will promote remote learning, allowing students to remotely interact with content and complete differentiated assignments and activities across content areas. The remote learning platform can also be used as an instructional tool.



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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?

Private schools will use funds to purchase online platforms to promote distance learning, to update equipment and provide professional development on the use of online platforms. Private schools will also upgrade facilities with equipment to improve health and safety within the building. Timely and meaningful consultations will occur via zoom conference with all participating private schools. The proposed timeline for services and assistance will be the same as the LEA's timeline.

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?

Secondary (7-12) - Our district will review each digital platform to ensure that there are embedded tools such as language translation, extended time, etc. Lessons created by lead teachers will provide inclusive, authentic instruction to overcome barriers and to make connections with BCPSS students through interactive support. These resources, purchased and created, must allow for accessibility for all students and will provide tools to address language barriers, disability, or any other barrier due to gender, race, color, age, or national origin.

Elementary (K-6) - The plan as outlined herein for Kindergarten through 6th grade provides equal access to all students, teachers, and other beneficiaries. The plan provides for regular and substantive educational interaction between students, content, and teachers in a cyclical fashion. The online platform, specifically the Renaissance Learning suite, provides built in supports for students with disabilities. The curriculum material, learning opportunities, and resources, including lessons and videos created by master teachers, will be culturally and ethnically sensitive to all, embracing differences and encouraging necessary accommodations to prevent barriers that often impede access or participation.