



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 | Anniston City Schools |
| Mailing Address | PO Box 1800 Anniston, AL 36202 |
| Physical Address | 4804 McClellan Blvd. Anniston AL 36202 |
| City/Town and Zip Code | Anniston, 36202 |
| Superintendent's Name | D. Ray Hill |
| Contact Person | Johanna Martin |
| Contact Person Position | CSFO |
| Contact Telephone Number | 256-231-8000 ext 1018 / 256-453-7753 |
| Contact Email | martin@anniston.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?

Please see attached document

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

Please see attached document

Anniston City Schools
CARES Funds Application
Budget Amendment #4 (final)
Submitted 3/30/22

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

| CARES Act ESSER Funds Fund Source 4290 | | | | |
|---|--------|---------|------------|---|
| Function | Object | Program | Amount | Brief Description of Expenditure |
| 1100 | 101 | 1200 | 5,143.32 | Instructional aide for classroom assistance (salary) |
| 1100 | 210 | 1200 | 2,400.00 | |
| 1100 | 220 | 1200 | 577.08 | |
| 1100 | 230 | 1200 | 268.32 | Instructional aide for classroom assistance (benefits) |
| 1100 | 240 | 1200 | 62.76 | |
| 1100 | 250 | 1200 | 3.80 | |
| 1100 | 311 | 8100 | 716.00 | Instructional materials for classrooms, instructional staff development, software maint for technical devices, connection technical services, white-glove and equipment maint agreements |
| 1100 | 319 | 8100 | 19,700.00 | |
| 1100 | 333 | 1200 | 1,743.00 | |
| 1100 | 339 | 8100 | 5,482.31 | |
| 1100 | 342 | 1200 | 81,185.14 | |
| 1100 | 369 | 8100 | 2,585.03 | Instructional support items such as laptops, desktops, monitors and hardware peripherals, classroom support items such as periodicals, readers, take-home packets, online learning materials, instructional software for teaching/learning, content filtering for student devices, media instruction support items such as headsets, tablets and cases, furniture purchases to support social distancing, wireless audio devices and peripherals, printers and supporting equipment |
| 1100 | 411 | 8100 | 24,052.47 | |
| 1100 | 414 | 8100 | 66,978.85 | |
| 1100 | 419 | 1200 | 28,947.14 | |
| 1100 | 422 | 8100 | 379.00 | |
| 1100 | 491 | 8100 | 27,040.00 | |
| 1100 | 492 | 1500 | 1,469.70 | |
| 1100 | 494 | 8100 | 23,573.30 | |
| 1100 | 495 | 1200 | 272,042.08 | |
| 1100 | 499 | 8100 | 10,873.50 | |
| 1100 | 622 | 8100 | 38,071.85 | Instructional support items such licensing fees for technology support and data processing services |
| 2130 | 481 | 8210 | 15,230.40 | Testing support and supplies (lready) |
| 2140 | 382 | 8210 | 79.98 | Professional development travel for nursing staff, consulting services for teaching/learning-Spec Ed Students |
| 2140 | 399 | 8210 | 27,500.00 | |
| 2140 | 489 | 8210 | 6,121.55 | |
| 2140 | 623 | 8210 | 165.00 | Personal Protection supplies for mitigating spread of covid-19 |
| 2180 | 329 | 2900 | 481.29 | Speech services for SpEd students |
| 2190 | 199 | 8210 | 1,270.00 | Instructional support for before/after school tutoring off-contract services (salary) |
| 2190 | 199 | 8210 | 180.00 | |
| 2190 | 220 | 8210 | 21.01 | |
| 2190 | 220 | 8210 | 135.96 | |
| 2190 | 220 | 8210 | 19.78 | |
| 2190 | 230 | 8210 | 9.59 | |
| 2190 | 230 | 8210 | 65.74 | |
| 2190 | 230 | 8210 | 9.71 | |
| 2190 | 240 | 8210 | 2.24 | |
| 2190 | 240 | 8210 | 15.38 | |
| 2190 | 240 | 8210 | 2.27 | |
| 2190 | 250 | 8210 | 0.12 | |
| 2190 | 250 | 8210 | 0.77 | |
| 2190 | 250 | 8210 | 0.11 | |
| 2190 | 319 | 8210 | 44,800.00 | |
| 2190 | 331 | 8210 | 22,021.00 | |
| 2190 | 339 | 8210 | 2,500.00 | |
| 2190 | 489 | 8210 | 11,598.81 | Student support services such as online PD ;library for instruction and SIS Testbed sandbox, remote configuration and installation services for software, technical support services for equipment |
| 2190 | 492 | 8210 | 3,885.78 | |
| 2190 | 495 | 8210 | 24,497.76 | |
| 2190 | 622 | 8210 | 28,649.50 | Student support for device management such as content filtering, licensing and data processing services |
| 2215 | 312 | 8220 | 19,675.00 | Staff development support such as PD for PowerSchool, SIS Training and remote certification |
| 2220 | 422 | 8220 | 8,643.00 | Media services items such as headsets and reading tablets |

| Function | Object | Program | Amount | Brief Description of Expenditure |
|----------|--------|---------|------------|--|
| 3200 | 199 | 8320 | 405.00 | Supplemental Maintenance staffing for cleaning/sanitizing during outbreaks, off-contract (salary) |
| 3200 | 220 | 8320 | 50.06 | |
| 3200 | 230 | 8320 | 22.75 | Supplemental Maintenance staffing for cleaning/sanitizing during outbreaks, off-contract (benefits) |
| 3200 | 240 | 8320 | 5.33 | |
| 3200 | 250 | 8320 | 0.28 | |
| 3200 | 399 | 8320 | 400.00 | Cleaning services to sanitize facilities |
| 3200 | 441 | 8320 | 16,285.30 | cleaning and sanitizing supplies |
| 3200 | 488 | 8320 | 267.56 | |
| 6110 | 342 | 8610 | 1,293.00 | Equipment maintenance support for Ipad devices |
| 6110 | 471 | 8610 | 318.96 | |
| 6110 | 482 | 8610 | 3,070.84 | Technical devices and peripherals to maintain board operations and/or meet/work remotely, equipment maintenance and software agreements for technical hardware and other supporting supplies |
| 6110 | 489 | 8610 | 1,873.00 | |
| 6110 | 495 | 8610 | 16,192.99 | |
| 6210 | 339 | 8620 | 22,512.50 | Technical platform, services, supp for remote meetings |
| 6210 | 472 | 8620 | 318.28 | |
| 6210 | 479 | 8620 | 88.00 | |
| 6210 | 482 | 8620 | 523.25 | Technical equipment supporting peripherals such as cabling, surge protectors, utility chords, docking stations, carrying cases |
| 6210 | 489 | 8620 | 137.76 | |
| 6210 | 494 | 8620 | 1,748.90 | |
| 6210 | 495 | 8620 | 3,849.27 | |
| 6210 | 622 | 8620 | 119.00 | Management console support and software licensing |
| 6310 | 191 | 8630 | 9,916.73 | Supplemental staff support for managing Cares Funds, off contract (salary) |
| 6310 | 220 | 8630 | 1,227.79 | |
| 6310 | 230 | 8630 | 592.81 | Supplemental staff support for managing Cares Funds, off contract (benefits) |
| 6310 | 240 | 8630 | 138.60 | |
| 6310 | 250 | 8630 | 9.91 | |
| 6310 | 339 | 8630 | 15,878.00 | |
| 6310 | 369 | 8630 | 299.80 | Remote Web hosting & server support services |
| 6310 | 389 | 8630 | 99.95 | |
| 6310 | 482 | 8630 | 57.02 | |
| 6310 | 489 | 8630 | 133.04 | Support items such asset tracking software, bar coding supplies and peripherals |
| 6310 | 493 | 8630 | 1,658.95 | |
| 6310 | 495 | 8630 | 2,283.60 | |
| 6310 | 622 | 8630 | 232.95 | software licensing services |
| 6420 | 339 | 8640 | 2,025.00 | hardware/software installations, server backups, battery installs |
| 6420 | 622 | 8640 | 1,236.84 | Server licensing/support |
| 6910 | 910 | 8690 | 171,475.52 | Indirect Support Charges |
| 7200 | 515 | 9100 | 72,047.70 | Replacement of worn carpet with tile for sanitation purposes |
| 9140 | 411 | 4712 | 5,403.25 | Instructional supplies for classroom such as hard-drives, racks and mounts |
| 9140 | 495 | 5711 | 44,811.33 | Instructional devices for classroom such as computers, monitors, laptops |
| 9200 | 347 | 4900 | 50,017.58 | Classroom support resources, cleaning services/supplies, air purifiers and covid-protection-related support for Private Schools Participation |
| 9200 | 399 | 4900 | 28,530.53 | |
| 9200 | 411 | 4900 | 520.00 | Sanitizing and custodial supplies, bottle-fill fountains and laminators |
| 9200 | 419 | 4900 | 784.70 | |
| 9200 | 441 | 4900 | 8,013.20 | |
| 9200 | 491 | 4900 | 1,999.99 | |
| 9200 | 499 | 4900 | 8,784.00 | |
| 9200 | 622 | 4900 | 10,000.00 | Software license for online learning support |

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

Please see attached document

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

Please see attached document

B. 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?

Please see attached document

C. 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 IEA 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 use 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 2474.

57 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.

**Anniston City Schools
Elementary and Secondary School Emergency Relief Funds
Application Questions**

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

The Anniston City School District will utilize data from diagnostic tools and survey instruments to pre-assess the educational needs and learning deficits of our students. Individual and collective results will be evaluated to determine the most critical areas of need. This will provide us the foundation to evaluate what skills have or have not been acquired, and what skills need to be taught or retaught. Anniston City faculty and administrators will continually engage in vertical discussions between grade levels to determine deficiencies and address the skills students will need to successfully transition to subsequent grade levels. In addition, we will utilize climate surveys to our students, parents, staff and stakeholders to remain abreast of the most essential needs and ensure we remain flexible to current conditions as we navigate the conditions of COVID19.

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

Anniston City Schools (ACS) will utilize pre-assessment resources and diagnostic tools to assess knowledge and learning gaps resulting from the disruption in educational services. We will leverage the results of these assessments to guide our curriculum and tailor instruction with the following targeted initiatives, programs, supplemental resources and specialized services to address student learning gaps.

- Utilization of diagnostic tools to continually evaluate, monitor and implement effective, individualized learning plans, structured interventions and refined lessons
- Professional development resources for differentiated and supplemental instruction, extended learning opportunities and flexible teaching methods to accommodate student needs
- In-person and virtual reading & math labs equipped with live content coaches to ensure effective instruction and fulfillment of fundamental programs such as The AL Reading Initiative & Literacy Act
- Traditional & virtual tutoring, after-school initiatives, and summer enrichment programs focused on content and learning alignment to meet students where they are and address skills needed to advance
- Contracted personnel and purchased services to supplement instruction for critical deficiencies and learning gaps
- Procurement of products, services and technical accommodations to maintain education services for students with individualized Education Programs and ensure learning platforms are free of barriers for disadvantaged students
- Utilization of contracted services to support social-emotional and mental health needs of students
- Access to virtual ACT preparation and voluntary tutoring with learning focused on achievement gaps.
- Utilization of staffing agencies to limit learning disruptions during un-planned teacher absences

- Provisions for resources and strategies to support families in helping their children overcome learning gaps

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

In response to the COVID-19 pandemic, ACS began providing services and assistance to students in March 2020. The timeline below addresses the acquisition of resources and services we have obtained or anticipate acquiring to support the educational, operational, emotional and safety needs of our students and staff.

FY 2020

The Anniston City School District will focus on successfully transitioning our instruction environment to a remote platform, ensuring all students have access to technical devices, creating mechanisms to provide meals during closures and obtaining of adequate safety supplies for the district. This includes securing one-to-one instructional devices and connectivity for all students, purchasing instructional resources to assess student learning and close learning gaps, professional development on delivering distance learning and socio-emotional support, improving District's technological infrastructure to support remote instruction and uninterrupted central operations, equipping facilities with sanitizing stations and social distancing measures, and implementing procedures for preventing, preparing for and responding to coronavirus.

FY 2021

The Anniston City School District will focus on continual assessment of learning gaps, analysis of results and evaluation of the District's current needs to make informed decisions about classroom resources, curriculum and instructional strategies. This includes utilizing differentiated resources, targeted instruction and supplemental support to further efforts to address achievement gaps, providing specialized training and professional development based on critical needs assessments and individual education plans, maintaining safe facilities for on-site and hybrid models of teaching and learning, implementing procedures for screening, monitoring and the triage of students and staff exhibiting coronavirus symptoms, providing onsite and virtual social-emotional and mental health support for staff and students, enhancing operational responses to COVID-19 directives and improving communication with students, parents, faculty, staff and community partners.

FY 2021

The Anniston City School District will continue to assess and measure student's progress and achievements to redesign instructional methods and tools as needed based on resulting data. Focus will remain on closing learning gaps, maintaining healthy practices and facilities, effectively responding to long-term school closures and preventing the spread of coronavirus. All services will be completed by September 30, 2022.

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

The Anniston City School District will use ESSER funds to promote remote learning through the following initiatives:

- Obtaining digital platforms to execute curriculum and individual learning plans, assess effectiveness of instruction and realign learning to meet student where they are

- Providing students with technical devices and connectivity to access digital instruction and resources
- Utilizing proximity learning programs for specialized instruction and content areas
- Delivering instructional resources such as textbooks, periodicals, videos and reference materials to aid in primary and ancillary educational interactions between students.
- Providing school leaders with professional development and training on effective delivery of remote teaching and learning
- Provide security measures to ensure a safe and secure online environment for our students
- Creating live and pre-recorded learning sessions, videos, virtual field trips and interactive resources facilitated by ACS faculty
- Employing additional support to track virtual attendance, monitor online presence and evaluate performance measures
- Improving the District's technical infrastructure and equipment to support remote environments across the District
- Providing resources to parents to successfully support their children in digital environments.
- Creating a virtual community of students, parents, faculty, administrators, and community partners to engage with the District and support learning programs
- Providing mental health services, training and materials across the district for faculty and staff who teach remotely and/or virtually support our students.

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?

Equitable service funds will be used to provide technical devices and connectivity, sanitation and safety supplies, professional development and instructional resources as needed, along with products and services necessary to protect the health of students, minimize the spread of Covid-19 and maintain the continuity of the school's operations.

Anniston City Schools CSFO and Federal Programs Administrator will consult with private schools on the requirements of the CARES Act and ESSER Funds. Discussions will focus on the needs of private schools and how funds can be used to assist them in preparing for distance learning, coordinating instruction and maintaining operations during long-term closures. We will also consult with the private schools on using the CARES Act allocation to plan and implement activities to close learning gaps resulting COVID-19 and addressing the needs of special education children, English learners and other disadvantaged students.

Anniston City schools began working with private schools in June 2020 and will continue throughout fiscal years 2020, 2021 and 2022. For FY 2020, services will be implemented to help these schools plan and prepare for long-term closures, providing distance learning, maintaining sanitized facilities and addressing the mental health needs of their students. For fiscal years 2021 and 2022, services and assistance will be based on the determination of current needs concerned with closing learning gaps, sustaining effective instruction, maintaining health/safety and meeting state and federal requirements.

Note: The original equitable services allocation to private schools was calculated using total enrollment. The calculation was later revised to be calculated using total "low-income" enrollment. All services will be concluded by Sept 30, 2022.

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?

Anniston City Schools will anticipate utilizing the following support, services and programs to overcome barriers that impeded equal access to, or participation in our programs.

- Language translating devices, software and accessories
- Supplemental materials and supplies to support PEY and EL students
- Specialized training and professional development in areas of need
- Individualized tutoring for students with barriers
- Access to resources in home language
- Communications provided in multiple languages
- Website enhancement for improved communication to parents and stakeholders

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?

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.

Johanna Martin
LEA Chief School Financial Officer (Typed Name)

[Signature]
LEA Chief School Financial Officer Signature

D. Ray Hill
LEA Superintendent (Typed Name)

[Signature]
LEA Superintendent Signature

256-231-5000 ex 1018
Telephone Number

3/30/22
Date (mm/dd/yyyy)

256-231-5000 ex 1001
Telephone Number

3/30/22
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: 3/11/2022

Date ALSDE Approved: 4/6/2022

[Signature]
State Superintendent and/or Designee Signature

4/6/22
Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____