



**State of Alabama**  
**Coronavirus Aid, Relief, and Economic Security (CARES) Act**  
**Governor's Emergency Education Relief (GEER) Fund**  
**Local Educational Agency (LEA) Application**

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

**GENERAL INFORMATION**

<b>1. LEA Information</b>	
LEA Name	Huntsville City Schools
Mailing Address	200 White Street
Physical Address	200 White Street
City/Town and Zip Code	Huntsville, AL 35801
Superintendent's Name	Christie Finley
Contact Person	Dustin Daehn
Contact Person Position	CSFO
Contact Telephone Number	(334) 868-3286
Contact Email	dustin.daehn@hsv-k12.org

**PROGRAMMATIC, FISCAL, AND REPORTING ASSURANCES**

The United States Department of Education (USED) has approved the application from the State of Alabama for GEER funds under the CARES Act. The Governor of Alabama allocated \$48,851,495 to the Alabama State Department of Education. GEER funds can be obligated through 9/30/2022. Pre-award costs to the GEER fund will be allowed for allowable cost incurred on or after March 13, 2020.

**2. Allowable Service(s) Section**

*The LEA Superintendent or his/her authorized representative assures or certifies that they will use the awarded GEER funds in the following ways (select one option per letter) :*

**A. Private School Equitable Services Allocation**

**NOTE: Use the Private School Equitable Services Implementation Form for this section.**

The LEA has no private schools in their attendance area  
 The LEA has private schools but ALL declined to participate in CARES Act GEER funding  
 The LEA has private schools that will participate in CARES Act GEER funding

**Complete the section below only if you have private schools that will be participating in GEER funds:**

Total LEA GEER Allocation	\$1,481,447.00
Total LEA Private School Allocation	\$125,408.19
Total LEA Private School Administrative Costs Set-Aside	\$0.00
Total # of Private Schools Participating	10.00
Total Student Enrollment at the LEA	22,956.00
Total Student Enrollment at ALL Participating Private Schools	2,123.00

B. Equip school buses with Wi-Fi capabilities to increase internet connectivity and help bridge the digital divide within the LEA.

LEA Allocation for Section B: \$298,328.54

- The LEA will use the allocation above for equipping school buses with Wi-Fi capabilities.  
 The LEA will **not** use this allocation for equipping school buses with Wi-Fi capabilities.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: HCS has sufficient capacity with existing wi-fi buses, ABC for students, and internet signal at each facility.

We will transfer this allocation to:

- Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \_\_\_\_\_  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$298,328.54

C. Provide additional academic support to bridge learning and achievement gaps of students within the LEA.

LEA Allocation for Section C: \$786,502.51

- The LEA will use the allocation above for providing additional academic support to students.  
 The LEA will **not** use this allocation for providing additional academic support to students.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: The remainder of the allocation will be used to support primarily ESOL students. Greater need in before and after school tutoring.

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \_\_\_\_\_  
 Before and After School Tutoring for Learning and Remediation in Schools (D)  
Amount to be transferred: \$486,394.10

D. Provide before and after school tutoring as defined in the Alabama Literacy Act for learning and remediation in schools within the LEA.

LEA Allocation for Section D: \$271,207.76

- The LEA will use the allocation above for providing tutoring to students.  
 The LEA will **not** use this allocation for providing tutoring to students.

**Complete the section below only if your LEA chooses not to use this allocation:**

Reason/Rationale: \_\_\_\_\_

We will transfer this allocation to:

- Equipping School Buses with Wi-Fi Capabilities (B)  
Amount to be transferred: \_\_\_\_\_  
 Academic Support to Bridge Learning and Achievement Gaps of Students (C)  
Amount to be transferred: \_\_\_\_\_

**NOTE: Only answer the questions below that apply to how the LEA will use GEER funds.**

## 2A. Equitable Services Assurances

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

- The LEA receiving GEER funds will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under Section 1117 of the ESEA as determined through timely and meaningful consultation with representatives of non-public schools.
- The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a non-public school under the GEER fund.
- The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with GEER funds.
- The LEA will ensure that services to a non-public school with GEER funds will be provided by a public agency directly, or through contract with, another public or private entity.

**Provide a brief explanation answering the following questions:**

- 1) Were services from private schools accepted or refused in your LEA?**
- 2) If services were accepted by private schools, who accepted and what allocation did they receive?**
- 3) When did private schools in your LEA receive timely and meaningful consultation?**
- 4) What services will each private school receive and when will the services be implemented?**
- 5) How will GEER funds be used to improve remote learning services and support technical capacity and access at private schools within your LEA?**
- 6) If a private school administrative set-aside is being taken by the LEA, what is the allocation and how will it be used?**

1. Seventeen private schools received the intent to participate letter. Eleven of those schools responded that they would like to participate. During meaningful consultation one school opted out of participation in the CARES Act GEER funding. This changed the number of participating schools to ten.

2. The Principals/Head of School responded to the letter of intent.

First Baptist Julius R. Scruggs CDC & Academy - Dr. Tammy Alexander - Yes (\$5,848.05)

Grace Lutheran School - Delaine Schiestel - Yes (\$7,147.62)

Holy Family School - Billy Roy - Yes (\$13,113.81)

Holy Spirit Regional Catholic School - Vince Aquila - Yes (\$22,506.13)

Huntsville Achievement School - Richard Reynolds - Yes (\$4,548.48)

Islamic Academy of Huntsville - Mussarat Qureshi - Yes (\$3,248.92)

Madison Academy - Dr. Terry Davis - Yes (\$44,303.41)

Montessori School of Huntsville - Jennifer Stark - Yes (\$3,130.77)

Oakwood Adventist Academy - Judy Dent - Yes (\$17,307.87)

Union Chapel Christian Academy - Yes (\$4,253.13)

3. Meaningful consultation was held via Zoom meeting for each of the ten participating schools during the week of August 10-14, 2020.

4. The private schools opted to use instructional on-line software and to use LEA acquired personnel through September 30, 2022

5. The private schools have elected to use various instructional web based software that can be accessed remotely from any device whether students are receiving face to face instruction or remote learning from home.

6. There is no administrative cost set-aside in their allocations.

**2B. Equipping School Buses with Wi-Fi Capabilities**

Provide details as to how the LEA will use GEER funds to connect Wi-Fi to district buses.

N/A

**2C. Additional Academic Supports to Bridge Learning and Achievement Gaps**

Applicable Grade-Level(s) (Check all that apply):

Pre-K  K  1st  2nd  3rd  4th  5th

Applicable Support(s) (Check all that apply):

- Reading/ELA Family Engagement/At-Home Learning Resources
  - Math Family Engagement/At-Home Learning Resources
  - Dyscalculia-Specific Screener
  - Dyslexia-Specific Screener
  - Vulnerable Populations Resources or Supports
- ES  MS  HS

**NOTE: Only answer the questions below that apply to supports selected above by the LEA.**

**Reading and Math Family Engagement/At-Home Learning Resources**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to Alabama ELA and/or math course of study standards;
- Provides opportunities to extend learning and build connections at home;
- Reinforces key grade level concepts;
- Includes grade-level appropriate manipulatives for math and literature for reading;
- Provides individual student opportunities for both intervention and enrichment activities; and
- Includes easy-to-follow planning calendars or activity suggestions for families.

N/A

**Dyscalculia Screener**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Identifies dyscalculic tendencies in students and is not time intensive to administer;
- Recommends intervention strategies;
- Presents easy to interpret reports and information on a student's strengths and weaknesses;
- Provides diagnostic reports for teachers;
- Provides parent reports and guidance; and
- Provide additional opportunities to screen students beyond grade 3.

N/A

**Dyslexia-Specific Screener**

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to evidence-based science of reading criteria;
- Provides ability and options to universally screen, identify risks, progress monitor, and/or report results in a seamless system;
- Provides recommendations for intervention strategies and/or individualized learning paths to help close achievement gaps; and
- Provides additional opportunities to screen students beyond grade 3 (if applicable).

N/A

## Vulnerable Populations Supports

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Provides streamlined approach to gather, use, and monitor identified vulnerable population data;
- Includes tools or resources to assist with development and/or implementation of individualized plans for specific needs of students;
- Includes communication tools to ensure meaningful communication in a language understood by the parents/guardians;
- Provides evidence-based learning activities that align to students' plans; and
- Provides other related or applicable services specific to vulnerable populations.

Funds will be used to hire additional support staff to assist multilingual families with technology support and curriculum access to achieve results aligning to Alabama ELA standards. Tutoring will work with ESOL teachers to ensure students have equitable access to content and eliminate language barriers that may prevent or delay students from actively engaging in lessons, which will help students maintain at least a current grade level mastery. The added support staff will assist teachers in planning calendars and activity for families. Supplemental software will also be purchased to be used in conjunction with School PLP (on-line curriculum) during our remote learning period, which will aid teachers and multilingual learners to accelerate/facilitate language learning and provide resources to scaffold core content instruction for multilingual learners.

An annual review of ACCESS for ELLs results is conducted to review student language progress. Upon enrollment, new English learners are identified during the review of Home Language Survey and screening process. At the end of May 2020, 1,600 English learners were enrolled in Huntsville City Schools.

To support our growing multilingual population, funds will be used to hire additional support staff to assist multilingual families with technology support and curriculum access to achieve results aligning to Alabama ELA standards. Tutors will work with ESOL teachers to ensure students have equitable access to content and eliminate language barriers that may prevent or delay students from actively engaging in lessons, which will help students maintain at least a current grade level mastery. The added support staff will also assist teachers in planning educational activities with parents.

Supplemental software will also be purchased to be used in conjunction with Schools PLP (on-line curriculum) during our remote learning period, which will aid teachers and multilingual learners to accelerate/facilitate language learning and provide resources to scaffold core content instruction for multilingual learners. Software to assist with individualize plans for specific needs of students may include products such as Newsela or Ellevation Math to give content teachers access to leveled reading material and academic language support for ELs.

Currently, Huntsville City Schools utilizes Ellevation to develop and communicate Individual English learner (I-ELP) plans. Supplemental resources and supports will be documented in student plans. Use of supplemental software will be monitored and classroom teachers will participate in bi-annual progress monitoring to document students' academic and language growth.

## 2D. Before/After School Tutoring

Describe how the following conditions will be maximized through the purchase of resources, tools, or other supports with the use of GEER funds:

- Aligns to *Alabama Literacy Act* requirements for students who are identified with a reading deficiency;
- Provides learning opportunities outside of the traditional school day; and
- Includes description of employee duties/responsibilities aligned to intensive intervention needs.

Tutoring/supplemental instruction will address any identified area of reading deficiency in all third-grade students as part of their individual reading plan. This additional time will be devoted to scientifically and evidence-based strategies, instruction, and intervention.

Tutoring/supplemental instruction will occur before school, after school, or both depending on the severity of the reading deficiency or deficiencies. The supplemental instruction will provide intensive acceleration to raise students to sufficient levels of reading ability.

Teachers with specialized reading training will deliver supplemental evidence-based strategies and interventions outside of the school hours to all third-grade students to address any identified reading deficiency. Teachers will utilize resources currently available within the district's response to instruction (RtI) plan. The implementation of scientifically and evidence-based interventions will be paired with frequent monitoring of each student's reading skills throughout the school year and adjusting instruction according to each student's needs. The teachers will communicate with school-based problem-solving teams to provide progress updates for each student.

**3. Budget Development**

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

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

**Total CARES Act - GEER Allocation:** **\$1,481,447.00**  
 (NOTE: Make sure to include Equitable Services in the total)

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

**3A. Equitable Services**

			Total Section A Allocation	\$125,408.19
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Private School Allocation	See Detailed Narrative in Section 2A	9200 -109/210-250/411/414/623 - 4900	<b>\$125,408.19</b>	
Private School Admin. Costs	See Detailed Narrative in Section 2A		<b>\$0.00</b>	

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

			Total Section B Allocation	\$0.00
Expense Items	Brief Description of Expense Items	Funding Source (Function - Object - Program)	Estimated Budget Amount	
Wi-Fi Equipment	N/A			
Indirect Costs				
Other (If applicable)				

<b>3C. Additional Academic Supports to Bridge Learning and Achievement Gaps</b>			
<b>Total Section C Allocation</b>			\$300,108.41
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Temporary teacher contracts, base rate	1100-199-1200	\$152,000.00
Benefits (If applicable)	Temporary teacher contracts SS, MC, SUI		\$9,640.00
Classroom Supplies (including print materials)	Software to support ESOL students	1100-414-1890	\$120,000.00
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)	Translation Services	1100-319-1890	\$12,000.00
Instructional Software	BrainPop, BrainPop Jr., BrainPop Espanol, Other		\$78,376.61

<b>3D. Before/After School Tutoring</b>			
<b>Total Section D Allocation</b>			\$1,055,930.40
<b>Expense Items</b>	<b>Brief Description of Expense Items</b>	<b>Funding Source (Function - Object - Program)</b>	<b>Estimated Budget Amount</b>
Salaries	Temporary teacher contracts, base rates	1100-199-1200	\$913,500.00
Benefits (If applicable)	Temporary teacher contracts, SS, MC, SUI	1100-230/240/250-1200	\$70,522.20
Classroom Supplies (including print materials)			
Transportation (If applicable)			
Indirect Costs			
Other (If applicable)			



**How will the LEA plan for implementation and measure impact for effectiveness for purchases identified?**

Tutoring/supplemental instruction will occur before school, after school, or both depending on the severity of the reading deficiency or deficiencies. The supplemental instruction will provide intensive acceleration to raise students to sufficient levels of reading ability. This will be measured by benchmarks established in the purchased curriculum and by frequent monitoring of progress.

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

Before and after school tutoring will begin at the beginning of the FY21 school year and will last through at least the school year, if not longer as funds last. The need to ensure students are caught up and maintain grade level proficiency during the pandemic is critical. Even the long-term effects of COVID interruption will remain after the FY21 school year concludes. We anticipate providing necessary services using CARES funds through next summer, at a minimum. Services will be provided through September 30, 2022.

**OTHER ASSURANCES AND CERTIFICATIONS**

**4. Other Assurances and Certifications**

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

- The LEA that receives GEER funds will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with the maintenance of effort provision in Section 18008(a) of Division B of the CARES Act absent waiver by the Secretary pursuant to Section 18008(b) thereof.
- The LEA will cooperate with any monitoring policies and/or procedures with regards to the allowability of expenditures.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals for interview and examination, upon request.
- The LEA will use GEER funds for purposes that are reasonable, necessary, and allocable under the CARES Act.
- The LEA will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations in 34 CFR Parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended as regulations of the Department in 2 CFR Part 3474.

**5. Section 427 of the General Education Provisions Act Assurances**

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

- (a) The purpose of this section is to assist the Department in implementing the Department's mission to ensure equal access to education and to promote educational excellence throughout the Nation, by -
- (1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and
  - (2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.
- (b) The Secretary shall require each applicant for assistance under an applicable program (other than an individual) to develop and describe in such applicant's application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.
- (c) The Secretary may establish criteria and provide technical assistance for meeting the requirements of this section.
- (d) Nothing in this section shall be construed to alter in any way the rights or responsibilities established under the

**What steps does the LEA propose to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program?**

Overcoming internet access barriers - Internet will be available to all students either by the state offered ABC for students, wi-fi equipped buses strategically placed throughout the district as needed, and by accessing the wifi broadcast out 300 yards from each school facility.

Overcoming technology device barrier - All students will be issued a device to take home while learning remotely, and to have in the school during traditional learning.

Overcoming reading barrier - All elementary students will have access to multiple tutors at each elementary school before and after normal school hours to provide intensive intervention to screened students to increase reading proficiency at or above grade level by 3rd grade.

Overcoming language barrier - ESOL students will have access to a learning environment that will provide opportunities for success in academic environment and to participate comparably with their English speaking classmates. Teachers, translators and software will be made available to multilingual students both in school and remotely.

Huntsville City Schools has in place, policies and procedures for grant services that are designed to eliminate barriers associated with gender, race, national origin, color, disability, and age discrimination. For the proposed Coronavirus Aid, Relief, and Economic Security (CARES) Act, Governors Emergency Education Relief (GEER) allocation, the school district will be encouraged to provide activities and services in an effort to compliment its existing anti-discrimination policies and procedures. Therefore, no students, teachers or other program beneficiaries in Huntsville City Schools will be unlawfully excluded from participation in, be denied the benefits of, or subjected to discrimination in any program or activity offered or sponsored by the Huntsville City Board of Education.

## 6. Section 442 of the General Education Provisions Act Assurances

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

(a) Each local educational agency which participates in an applicable program under which Federal funds are made available to such agency through a State agency or board shall submit to such agency or board a general application containing the assurances set forth in subsection (b). The application shall cover the participation by that local educational agency in all such programs.

(b) The general application submitted by a local education agency under subsection (a) shall set forth assurances

(1) that the local educational agency will administer each program by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) that the control of funds provided to the local educational agency under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) that the local educational agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program;

(4) that the local educational agency will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 443, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) that the local educational agency will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program;

(6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) that in the case of any project involving construction -

(A) the project is not inconsistent with overall State plans for the construction of school facilities, and

(B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;

(8) that the local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

(9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

(c) A general application submitted under this section shall remain in effect for the duration of the program it covers. The State agencies or boards administering the programs covered by the application shall not require the submission or amendment of such application unless required by changes in Federal or State law or by other significant change in the circumstances affecting an assurance in such application.

To the best of my knowledge and belief, all the information and data in this agreement are true and correct. I acknowledge and agree that the failure to comply with all Assurances and Certifications in this agreement, all relevant provisions and requirements of the CARES Act, Pub. L. No. 116-136 (March 27, 2020), or any other applicable law or regulation may result in liability under the False Claims Act, 31 U.S.C. § 3729, et seq. ; OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR Part 180, as adopted and amended as regulations of the Department in 2 CFR Part 3485; and 18 U.S.C. § 1001, as appropriate.

JUSTIN PALM  
LEA Chief Financial Officer (Typed Name)

354-868-3286  
Telephone Number

[Signature]  
LEA Chief Financial Officer Signature

8/20/2020  
Date

Christie Finley  
LEA Superintendent (Typed Name)

256-428-6810  
Telephone Number

Christie Finley  
LEA Superintendent Signature

8-20-2020  
Date

**Send completed application to CARESapp@alsde.edu.  
Upon approval of the application, funds will be released to the LEA.**

**ALSDE Internal Use Only**

Date Application Received: 8/25/2020

Date ALSDE Approved: 8/31/2020

[Signature]  
State Superintendent and/or Designee Signature

08/31/2020  
Date

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