



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	Butler County School System
Mailing Address	211 School Highlands Road
Physical Address	211 School Highlands Road
City/Town and Zip Code	Greenville, AL 36037
Superintendent's Name	Joseph Eiland
Contact Person	Lisa Adair
Contact Person Position	Federal Programs Director
Contact Telephone Number	(334) 382-2665
Contact Email	lisa.adair@butlerco.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?

Since March 13, 2020, the LEA has met consistently with the Administrative Leadership Team. This team consists of the Superintendent, CSFO, Central Office Directors, Coordinators, Supervisors and Principals of each of the local schools. When we had to abruptly close schools due to this unprecedented epidemic, we became painfully aware that we could not transition easily and quickly into remote student learning. We did the best we could to distribute educational learning packets, but realized quickly how difficult it would be to sustain and to engage students in learning in this way. Many of our schools had begun to buy devices with their Title funding over the years, but there was no system or procedure in place for distributing those devices for students in the event that they were unable to go to school. We also discovered during this time, that the only handful of our teachers felt confident in remote instruction through platforms such as those the Google Suite offers. Therefore, the two immediate needs that our Leadership Team discovered were (1) we needed enough technology for a 1:1 initiative and a procedure to distribute the technology to students and teachers and (2) we needed to conduct additional professional development on platforms that facilitate remote and blended learning. As the Leadership Team has had to adjust plans with each new health order, another need has emerged (3) how to prepare for and respond to the possible spread of infectious disease within our buildings. In order for students and teachers to feel confident as they come back to school and work, safety and cleanliness procedures must be in place. All students and teachers must be knowledgeable of these protocols and we must all work together to keep one another healthy. Once these primary and immediate needs are addressed, we can begin to look at the student data to address the gaps resulting from the prolonged school closure. At the close of the 1st nine weeks, we have discovered quickly that many of our students lack adequate support for remote learning. At the close of the final grading period, students had failing grades for over 1600 courses. In order to address the need for additional academic support for our remote learners we created a COVID Recovery Plan that enable us to provide additional support and opportunities for students to demonstrate mastery of content standards that were introduced in the first nine weeks of school. As we have continued to face the challenges of the pandemic and the learning loss that has ensued as a result of the pandemic, our COVID Recovery Plan has needed to be extended throughout SY20-21 and SY21-22. Since staff members will need to commit to additional hours outside of the school day, we are providing them with an opportunity to make additional compensation for the additional work to support student progress and to mitigate the spread of the virus.

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

Our district created the Start Smart Plan to open the SY20-21 to address student learning gaps immediately upon students' return to school. Within the first week of returning to school, we began to assess our K-6 students using STAR Reading and Math, Grade Level and Subject Level data meetings were held to determine what learning gaps resulted from the disruption of early school closure. We have continued to pay particular attention to which standards are not consistently mastered from the previous school years and have continued to create plans to embed those standards in this school year's instruction. For our Tier 1 instruction, we have purchased interactive digital workbooks, as opposed to conventional, to accompany our textbooks. We have purchased additional seats for the on-line curricular resources we currently use. Further, we continue to determine which students may need Tier 2 and Tier 3 interventions. Several schools are using their Title monies to hire an additional interventionist to help those whose learning gaps that may have occurred. These interventionist can provide both pull out and push in services. We will also provide extended learning services. Further, we have purchased two on-line curricular programs that allow us to address individual student gaps: Dream Box (Math) and Lexia Core (reading). We use these programs, not only for intervention, but also as a resource for blended learning and enrichment. For our 9-12 students we will use Scantron Express and STAR for our universal screeners and for our RTI process. We will also continue to conduct transcript audits for each student to determine what classes may be needed as a result of the early school closure. We have already begun this process for students who may have failed a second semester course so that students could enroll in our virtual summer school program. We will continue this process through our summer programs to determine students that may need to take additional classes in the fall in our extended learning programs.

Which allowable activities will the LEA use ESSER funds to provide educational services? (Select all that apply)	
<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 USC 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
<input checked="" type="checkbox"/>	Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
<input 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
				See Attached Spreadsheet for a more detailed and complete Budget
1100	495	8100	\$399,042.78	Technology 1:1 Initiative: Hardware (Chromebooks and Tablets)
1100	414	8100	\$106,707.41	Software /Licensing Fees
1100	199	8100	\$210,641.74	COVID Recovery Plan: Other Compensation Salaries and Benefits
2220	191	8820	\$3,641.49	Technology Support Supplement (SY20/21 and SY21/22)
2140	121	8,210	\$148,881.83	Lead Nurse and Nurse Sub (Salary and Benefits SY20/21 and SY21/22)
2190	99	8210	\$69,744.18	Lead COVID Safety and Sanitation Supervisor (SY20/21 and SY21/22)
1100	492	8100	\$82,505.78	Sanitation Materials and Supplies (PPE and Cleaning Materials and Supplies)
3200	441	8320	\$29,365.63	Materials and Supplies
9200	495	4900	\$132,416.16	Non Public Equitable Services
			\$1,182,947.00	TOTAL

BCSS ESSER/CARES Amended Allocation Budget

	FUNCTION	OBJECT	PROGRAM	AMOUNT	DESCRIPTION
	1100	495	8100	\$ 399,042.78	Hardware (Chromebooks/Tablets)
	1100	414	8100	\$ 106,707.41	Software/Licensing Fees
	1100	199	8100	\$ 175,425.70	COVID Recovery Plan Pay
	1100	220	8100	\$ 21,679.41	COVID Recovery Plan Pay Retirement
	1100	230	8100	\$ 10,876.39	COVID Recovery Plan Pay Social Security
	1100	240	8100	\$ 2,543.67	COVID Recovery Plan Pay Medicare
	1100	250	8100	\$ 116.57	COVID Recovery Plan Pay SUI
	2220	191	8220	\$ 3,083.40	Technology Support Supplement
	2220	220	8220	\$ 329.20	Technology Support Supplement Retirement
	2220	230	8220	\$ 184.08	Technology Support Supplement Social Security
	2220	240	8220	\$ 43.05	Technology Support Supplement Medicare
	2220	250	8220	\$ 1.76	Technology Support Supplement SUI
	2140	121	8210	\$ 107,012.36	Lead Nurse Salary
	2140	210	8210	\$ 18,864.00	Lead Nurse Insurance
	2140	220	8210	\$ 13,264.18	Lead Nurse Retirement
	2140	230	8210	\$ 6,590.58	Lead Nurse Social Security
	2140	240	8210	\$ 1,541.28	Lead Nurse Medicare
	2140	250	8210	\$ 121.43	Lead Nurse SUI
	2140	180/210-5	8210	\$ 1,488.00	Lead Nurse Sub (Inc. Salary and Benefits)
	2190	099	8210	\$ 64,000.00	Lead COVID Safety & Sanitation Sup Salary
	2190	230	8210	\$ 4,752.07	Lead COVID Safety & Sanitation Social Security
	2190	240	8210	\$ 924.27	Lead COVID Safety & Sanitation Medicare
	2190	250	8210	\$ 67.84	Lead COVID Safety & Sanitation SUI
	1100	492	8100	\$ 82,505.78	Materials & Supplies
	3200	441	8320	\$ 29,365.63	Materials & Supplies
	9200	495	4900	\$ 107,537.91	Non Public Schools computer hardware
	9200	441	4900	\$ 24,878.25	Non Public Schools PPE
				\$ -	Non Public School Indirect Cost
				\$1,182,947.00	TOTAL

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

Butler County School System began to purchase the technology and resources needed to move to a 1:1 device initiative in preparation for remote and blended student learning in June 2020. The district had also begun to order materials and supplies, including PPE, for staff and students for summer programs and extracurricular activities early in response to the pandemic. We purchased additional picnic tables for outdoor seating for eating and/or lessons. We hired a lead nurse and a lead safety and sanitation supervisor that are responsible for developing and implementing procedures to ensure that schools are prepared to respond to the spread of infectious disease in July 2020. These persons also work collaboratively to order and distribute PPE and sanitation supplies that will be needed for SY20-21 and SY 2021-22. They travel to each school in the district to train staff and monitor each location for compliance in safety and sanitation. We plan to fund these positions for two consecutive school years to ensure that schools are ready and able to sustain any COVID protocols and procedures. In July 2020, we hired additional part-time technology staff members to help inventory and deliver the additional devices needed for our 1:1 initiative. These persons will receive additional pay for their additional work on our initiative. In addition to technology part time help, the plan includes paying staff for additional work outside of their normal work day to assist with additional cleaning to mitigate the spread of COVID 19. The proposed timeline for the COVID Recovery Plan is November 16, 2020 September 30, 2022.

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

Since March of 2020 every teacher has received professional development on Google Tools, Schoology PLP, Schoology and many other on-line tools so that they are prepared to move to blended and remote learning with their students. A significant portion of our ESSER I budget was dedicated to technology. Butler County used these funds to supplement a 1:1 initiative to place devices (Chromebooks and/or Tablets) in the hands of every student. With the use of the newly purchased devices and through the Google and on-line curriculum products and resources that teachers have already received professional development on, we hope to be able to fully promote and support remote learning in the event of school closures and transition to a more blended learning environment as we are able to remain in our buildings. The COVID Recovery Plan seeks to provide additional academic support and interventions to mitigate learning loss and to help students re-engage in the learning process. It also seeks to help provide students who have fallen behind a clear path to academic success.

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?

The Federal Programs Director notified Butler County's only private school, Fort Dale Academy, by text and email of their potential ESSER allocation on May 29, 2020. The consultation meeting was conducted remotely on June 1, 2020. The Headmaster, Tech Director, Board Chairman, and Secretary from the non-public school attended and the Federal Programs Director from BCSS facilitated the meeting. During the consultation, the Intent to Participate Form, Outreach Log, Private School Enrollment Survey and the Equitable Services Implementation Form was reviewed. It was decided during the meeting that they intended to participate; however, they wanted to meet with their leadership to determine their needs and budget prior to submitting their Implementation Form. The non-public school's total amended allocation is \$132,416.16 (\$107,537.91 for technology to supplement their 1:1 initiative that includes hardware, white boards/tat screens, Elmos, software, adaptive technology, etc. + \$24,878.25 for sanitation materials and supplies = 132,416.16). They have already begun to submit purchase order requests through our KISSFLOW system. We will begin to order and inventory devices through June and July to distribute to the school in August of 2020. They will also begin to order sanitation and PPE supplies in June 2020 and continue through the coming school year on an as needed basis. This private school also receives Title II funding from our system. The Federal Programs Director will continue to support and consult the non-public school on ESSER and GEER funds in conjunction with the Title II consultation meetings consistently throughout the year.

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?

Butler County School System hopes the 1:1 initiative will better prepare us for blended, and possibly remote, student learning to break down barriers to learning by putting a digital device into every child's and every teacher's hands no matter their gender, race, color, national origin, disability and/or age. We hope that the COVID Recovery Plan, which includes in-school, after-school, and summer interventions that are at no cost to the student will inspire students to re-engage in learning that supports them in overcoming barriers to academic success. Further, it is our district's intention to make our schools cleaner and safer for all of our students and teachers so they feel empowered to stay in school.

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.

Brandi Mosley

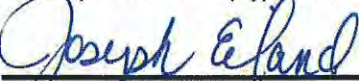
LEA Chief School Financial Officer (Typed Name)



LEA Chief School Financial Officer Signature

Joseph Eiland

LEA Superintendent (Typed Name)



LEA Superintendent Signature

(334) 382-2665

Telephone Number

02/18/2022

Date (mm/dd/yyyy)

(334) 382-2665

Telephone Number

02/18/2022

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: 2/18/2022

Date ALSDE Approved: 3/1/2022



State Superintendent and/or Designee Signature

3/1/22

Date (mm/dd/yyyy)

Date CARES Act ESSER Funds Released: _____

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

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

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was dedicated to technology. Butler County used these funds to supplement a 1:1 initiative to place devices (Chromebooks and/or Tablets) in the hands of every student. With the use of the newly purchased devices and through the Google and on-line curriculum products and resources that teachers have already received professional development on, we hope to be able to fully promote and support remote learning in the event of school closures and transition to a more blended learning environment as we are able to remain in our buildings. The COVID Recovery Plan seeks to provide additional academic support and interventions to mitigate learning loss and to help students re-engage in the learning process. It also seeks to help provide students who have fallen behind a clear path to academic success.

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?

The Federal Programs Director notified Butler County's only private school, Fort Dale Academy, by text and email of their potential ESSER allocation on May 29, 2020. The consultation meeting was conducted remotely on June 1, 2020. The Headmaster, Tech Director, Board Chairman, and Secretary from the non-public school attended and the Federal Programs Director from BCSS facilitated the meeting. During the consultation, the Intent to Participate Form, Outreach Log, Private School Enrollment Survey and the Equitable Services Implementation Form was reviewed. It was decided during the meeting that they intended to participate; however, they wanted to meet with their leadership to determine their needs and budget prior to submitting their Implementation Form. The non-public school's total amended allocation is \$132,416.16 (\$107,537.91 for technology to supplement their 1:1 initiative that includes hardware, white boards/flat screens, Elmos, software, adaptive technology, etc. + \$24,878.25 for sanitation materials and supplies = 132,416.16). They have already begun to submit purchase order requests through our KISSFLOW system. We will begin to order and inventory devices through June and July to distribute to the school in August of 2020. They will also begin to order sanitation and PPE supplies in June 2020 and continue through the coming school year on an as needed basis. This private school also receives Title II funding from our system. The Federal Programs Director will continue to support and consult the non-public school on ESSER and GEER funds in conjunction with the Title II consultation meetings consistently throughout the year.

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?

Butler County School System hopes the 1 :1 initiative will better prepare us for blended, and possibly remote, student learning to break down barriers to learning by putting a digital device into every child's and every teacher's hands no matter their gender, race, color, national origin, disability and/or age. We hope that the COVID Recovery Plan, which includes in-school, after-school, and summer interventions that are at no cost to the student will inspire students to re-engage in learning that supports them in overcoming barriers to academic success. Further, it is

our district's intention to make our schools cleaner and safer for all of our students and teachers so they feel empowered to stay in school.