

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	<p>While some students thrived during the last school year, many of our students experienced challenges. This year, we are implementing a framework for accelerating learning to meet the individual needs of our students and move them forward. The principles of accelerating learning, drawn from brain science and research about learning, mean that we must reinvent school in ways that center relationships, give educators tools to deeply understand what children know and have experienced so they can build on it and draw connections to new learning, lead with social and emotional supports and skills, fully integrate with academic learning and enable children to see their strengths and what they do know — to feel competent and confident that they can learn. Significant learning does not occur without significant relationships. Relationships fuel learning. This year, we will work on building relationships between faculty, staff, students and families to help address learning loss while building our students' confidence, helping them set appropriate goals and ensuring they learn how to learn. From there students can learn new content and practice deliberately to accelerate learning. In addition to the work we are doing during the school year, we have implemented summer learning. We are hosting remediation summer camp for our students that is open by invitation only. During this camp we can help address any gaps in education and also keep the student engaged in learning all summer. In addition to the camps we are hosting for our students, we also have a teacher who visits local city and county camps twice a week to provide instruction.</p>
<b>Chronic Absenteeism</b>	<p>Building positive relationships will also be how we address chronic absenteeism. Teachers must build relationships with their students so that they want to come to class. Teachers must also build relationships with parents/guardians to ensure both parties are working together to help students succeed. In addition, students must form a relationship with their own learning. When they can take ownership of their learning, they are more likely to attend class. At the elementary level, we are implementing programs to help parents get their children to school. For example, we have a walking group at one of our elementary schools that will enable parents and students to walk to school together along a set path with other families. If a parent is unable to walk with their child one day, the hope is that they will still be able to join the walking group and get to school.</p>
	<p>The framework for accelerating learning will also improve student engagement by building positive relationships between teachers and students. In addition, there will be an emphasis on growth mindset. Students will be immersed in the growth mindset while at school. This means students will be asked to take educational risks while teachers reinforce the</p>

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Student Engagement</b>	importance of approaching the process of learning with grit and determination as opposed to praising students for their mental quickness or natural intelligence. In addition, all of our schools are using Positive Behavior Interventions and Supports (PBIS) to encourage and reinforce positive behavior from students by creating school-wide expectations. PBIS is part of the larger MultiTiered System of Supports (MTSS) that the district has been implementing. This system of supports includes both behavioral and academic components. What I Need (WIN) Time is an example of an academic support in the elementary schools.
<b>Social-emotional Well-being</b>	Butler Area School District has formed a partnership with Glade Run to provide mental health and therapeutic counseling services to our students in school. The Pennsylvania At Risk Youth Survey showed that many of our students were struggling with mental health issues prior to the COVID-19 global pandemic. The pandemic has exasperated the need. Through Glade Run counselors, students are able to access mental health support while they are at school. The school district also invested in a social-emotional Tier 1 tool called Second Step. This resource allows teachers to give all students Tier 1 instruction on social-emotional topics. For students in grades 5 and up, the district also purchased a resource called BASE Education, which provides customizable modules to targeted Tier 2 and 3 students.
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	At Butler Area School District, 44% of our students were eligible for free/reduced meals prior to the COVID-19 pandemic. Many families were relying on the school district for their child's breakfast and lunch. That's why it was so essential that we got the meals set up so quickly. Many of our low income families also work shift jobs where they are required to leave the house in order to report to work. When children were learning remotely, we heard from families who were having to call off from their jobs. If they do not work, then they do not make money. This was an awful cycle some of our families were caught in.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	In addition to all of the general updates, we have sent so much communication regarding COVID-19. It's important that the student's family can read and understand our messages. There are translation features available, however, we do not have a way to confirm every word of each language is translated accurately.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Special education students have specific needs that require specific expertise. By focusing specifically on the needs of students with disabilities, whether it is at the itinerant level or in a specialized classroom, the district will be addressing this disproportionately impacted subgroup. Intervention will provide intensive instruction that correlates to each special education student's IEP. Support will be provided and communication between home and school will be facilitated.

**Reflecting on Local Strategies**

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
<b>Strategy #1</b>	District-wide focus on building relationships to mitigate the impact of COVID 19.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**

**Other impact**

ii. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families**
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- English learners**
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- Students experiencing homelessness**
- Children and youth in foster care**
- Migrant students**
- Other student groups: (provide description below)**

iv. If Other is selected above, please provide the description here.

**Reflecting on Local Strategies: Strategy #2**

	<b>Strategy Description</b>
<b>Strategy #2</b>	Summer learning opportunities- the district provided summer learning opportunities to students in Tier 1, Tier 2 and Tier 3. An interactive site invited all students to participate in both academic and specialized activities over the summer. Links were pushed out to students and parent each week as new features of an online classroom were brought online. Students in Tiers 2 and 3, grades K-12, were invited to attend summer camp. These camps focused on academic remediation, social emotional well being and readiness skills.

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Students who were below benchmark in reading or math skills at the end of year testing window.

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
Strategy #3	Establish learning pathways for students to access educational programming in the remote and cyber settings.

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families**
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- English learners**
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- Students experiencing homelessness**
- Children and youth in foster care**
- Migrant students**
- Other student groups: (provide description below)**

iv. If Other is selected above, please provide the description here:

Students not able or not willing to attend school in person.

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

#### **4. Stakeholder Engagement**

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Prior to the onset of the COVID-19 global pandemic, Butler Area School District was in the process of reorganizing schools based on community feedback. BASD hosted numerous community forums and conducted several surveys to engage all stakeholders. The results showed that our current configuration: K-4 at neighborhood elementary buildings, 5-6 at the middle school, 7-9 at the intermediate high school and 10-12 at the senior high school does not provide optimal learning opportunities, particularly for 9th grade since it is separated from the rest of the high school. Throughout the pandemic, we continued to survey stakeholders to determine their preferred mode of instruction (virtual, in-person, hybrid). The majority of families prefer in-person instruction for their children. In addition, our data shows we have significant learning gaps to address as a result of the pandemic and the time students spent away from the classroom. Now more than ever, it's essential that we get student grade levels properly aligned so that every student has access to the supports they need to learn and grow academically as well as socially and emotionally. Therefore, we are using some of the ARP ESSER funds to ensure our senior high school building has the space to welcome 9th grade students without becoming overcrowded. In addition, we are offering remediation in the summer based on significant student needs. We will continue to engage our families and assess our students to determine what support will be needed each summer. The additional climate controlled space with excellent ventilation at the senior high school will enable the district to provide remediation for students who need the extra support. Finally, we have consulted with engineers to do a study of our current middle school facility. We know that there are climate control issues that ultimately create air quality issues. This is obviously a concern, especially now that good air quality and proper ventilation are important covid mitigation strategies.

#### **5. Use of Stakeholder Input**



Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Butler Area School District's school reorganization is all based on community feedback gathered from 9 community forums and several district-wide surveys. Now that we are moving the 9th grade up to the high school, we are embarking on a high school renewal and redesign process of the education offered at Butler Area School District's high school level. Throughout this process, we will be discussing who our students are; we will be exploring the work world in which our students will live and work; we will be reflecting on the programs, supports and resources we already provide; we will be challenging ourselves to identify gaps and areas where we can improve; and we will be reimagining the future for our students. All of this will culminate with the development and adoption of our portrait of the Butler graduate. The portrait of the graduate will define the attributes and key skills that we believe every graduate should possess. Our hope is that students, parents, community members, business partners, higher education representatives, municipal, county and regional leaders, educational experts, professional staff, administrators and school board members will all be part of this renewal process. The process will include four meetings throughout the 2021-2022 school year.

#### **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The Butler Area School District School Board will vote to approve the plan for ESSER funding in public at a school board meeting. After the plan is approved, it will be posted on the district's website where it will be available to parents, students, faculty, staff and our entire school community.

## **Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

### **Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps 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 ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

### **7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Butler Area School District is committed to accelerating learning for all students. We will do this in a variety of ways in order to meet the individual needs of all students. - Cyber teachers will offer tutoring in specific content areas. BASD will gauge the effectiveness of this intervention by monitoring students progress from one quarter to the next.- BASD will have a specific special education focus. This intervention will provide intensive instruction that correlates to each special education student's IEP. Support will be provided and communication between home and school will be facilitated.- BASD will offer summer camp for students. Students who attend the summer camp learning opportunities will receive explicit instruction in the areas of reading and math. There will also be an intensive focus on social/emotional learning. BASD will evaluate the effectiveness of this intervention using pre and post data in addition to progress monitoring data.- BASD will implement our Framework for Accelerating Learning, which incorporates brain science research. All staff will receive professional development on the use of Growth Mindset mentality and how the factors of relationship building, building confidence, learning how to learn and setting goals can provide insulating factors for the brain to learn and make learning leaps.- Cyber teachers will offer tutoring in specific content areas. Offering support provided by highly qualified staff specific to a content area is an evidence based intervention. Cyber teachers work directly with traditional brick and mortar teachers to identify students who are struggling in the online environment and to support them. These teachers are able to scale the support to match the need and work collaboratively with the regular classroom teachers.- BASD will have a specific special education focus. Special education students have specific needs that require specific expertise. By focusing specifically on the needs of students with disabilities, whether it is at the itinerant level or in a specialized classroom, the district will be addressing this disproportionately impacted subgroup.- BASD will offer summer camp for students. Each summer, students are invited on a one to one basis based on their benchmark testing scores, classroom performance and other factors.- BASD will implement our Framework for Accelerating Learning, Encouraging and motivating students so that they are vested in their own learning can be challenging for many. According to our data, this is particularly true for those from lower socioeconomic backgrounds. The activities and areas of focus for staff will engage all students in their own learning, including those who are not typically vested in their own learning. The district has extensive records regarding who has attended virtual / remote instruction. It has developed a plan to monitor this information and provide "just in time" intervention and support.

#### **8. Plan for Remaining Funds** *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's

Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA’s Health and Safety Plan in developing the response.

The 9th grade will be moving to the high school where students will be able to receive high school level academic support that will accelerate learning and begin to close any gaps that resulted from the pandemic. In order to accommodate this, BASD will use ESSER funding to add a wing of classrooms at Butler Senior High School, increase the cafeteria capacity and add corridors to allow for increased student traffic flow. This project is being completed to reorganize the district’s schools with the goal of closing Butler Middle School. The current Butler Middle School, which is a 100 year old structure, is in need of significant updates in order to keep the building operable. One of our primary concerns related to COVID is air quality at the current Middle School. The 1994 Addition and Renovation project at Butler Middle School provided cooling to certain areas of the school only. This is potentially problematic from an air quality perspective, as it elevates the relative humidity levels within the building. Without active dehumidification, there is a significant risk of mold growth related to elevated levels of relative humidity. Evidence of the elevated relative humidity condition can be seen in the sagging ceiling tiles throughout the original building and are cause for concern. The middle school is not zoned, so the same air moves throughout the entire building. The additional classrooms being added at Butler Senior High School will be air conditioned, which also allow us to offer summer programming to address learning loss. Currently only a few rooms at Butler Senior High School are air conditioned. However, since the new air conditioned rooms will be in a separate wing at the Senior High School that is zoned differently than the rest of the building, we will not encounter the same air quality issues in this building.

**9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.” **(3,000 characters max)**

Not applicable

**10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

**\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)

**Project #: 223-21-0055**  
**Agency: Butler Area SD**  
**AUN: 104101252**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	11,852,474	20%	2,370,495

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**11. Capacity for Data Collection and Reporting**

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Benchmark assessments will be utilized to determine the impact of academic loss. These assessments include NWEA Growth, DIBELS and PSSA/PVAAS data.
<b>Opportunity to learn measures (see help text)</b>	Data collection will include attendance data for both cyber and in person instruction. This will be a measure for inclusion/invitation to district opportunities to learn occurring in the summer.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	The Human Resources department will track the number of staff who have been added to implement the district’s COVID response. Information regarding the type of positions and if they are permanent or temporary will be accumulated.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The district will archive the invitation lists for all three waves of invitations to participate in summer learning opportunities. This will allow analysis as to whether the students who were most in need took advantage of the opportunity to participate.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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

available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools



are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date

guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$11,852,474.00

**Allocation**

\$11,852,474.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$546,469.00	2 English teachers 3 Math teachers 2 Cyber teachers 2 Long term substitutes
1000 - Instruction	200 - Benefits	\$240,033.00	2 English teachers 3 Math teachers 2 Cyber teachers 2 Long term substitutes
1000 - Instruction	300 - Purchased Professional and Technical Services	\$5,050.00	Summer School and Summer Camp Programs with other institutions
1000 - Instruction	300 - Purchased Professional and Technical Services	\$48,000.00	Consultant for high school renewal project
1000 - Instruction	100 - Salaries	\$110,000.00	ESY, Summer School, and Summer Camp salaries
1000 - Instruction	200 - Benefits	\$38,500.00	ESY, Summer School, and Summer Camp benefits

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$25,000.00	Student technology software and supplies
1000 - Instruction	600 - Supplies	\$5,000.00	ESY, Summer School and Summer Camp supplies
		<b>\$1,018,052.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$11,852,474.00

**Allocation**

\$11,852,474.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	\$9,475,236.00	SHS Classroom Addition - construction costs
2200 - Staff Support Services	700 - Property	\$140,000.00	Elementary and Secondary smartboard technology
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,000.00	EPIC - ECF submission for student technology devices
2200 - Staff Support Services	600 - Supplies	\$65,000.00	iPad and Chromebook covers and licenses
2700 - Student Transportation	500 - Other Purchased Services	\$102,170.00	Transportation for ESY, Summer School, and Summer Camp
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$55,320.00	Cyber Coordinator and School Psychologist Intern
2100 - SUPPORT SERVICES –	200 - Benefits	\$35,136.00	Cyber Coordinator and School Psychologist

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Function	Object	Amount	Description
STUDENTS			Intern
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$621,764.00	Social and Emotional Wellness salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$334,796.00	Social and Emotional Wellness benefits
		<b>\$10,834,422.00</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$656,469.00	\$278,533.00	\$53,050.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$1,018,052.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$677,084.00	\$369,932.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,047,016.00
2200 Staff Support Services	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$65,000.00	\$140,000.00	\$210,000.00



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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$102,170.00	\$0.00	\$0.00	\$102,170.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$9,475,236.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,475,236.00
	\$1,333,553.00	\$648,465.00	\$9,533,286.00	\$0.00	\$102,170.00	\$95,000.00	\$140,000.00	\$11,852,474.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00

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**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals	
								Final	\$11,852,474.00