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**Federal Award Number: S425U210028**  
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**Federal Award Agency: US Department of Education**  
**CFDA Number and Title: 84.425U American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)**  
**Vendor Number: 0000139241**

Project #: 223-21-0302  
Agency: Northern York County SD  
AUN: 115674603  
Original Application

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ARP-ESSER) AGREEMENT**

This agreement ("Agreement") is made by and between the Commonwealth of Pennsylvania ("Commonwealth"), through its Pennsylvania Department of Education ("Department"), and Northern York County SD located at 650 S Baltimore St, Dillsburg, PA 17019, ("Grantee").

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education for American Rescue Plan Act - Elementary and Secondary Emergency Relief (ARP-ESSER) programs under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$2,341,181.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department’s Master Standard Terms and Conditions, which are available at [www.education.pa.gov/mstc](http://www.education.pa.gov/mstc) and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

**FOR THE GRANTEE**

Signature: Steven Kirkpatrick - Electronic Signature Date: 2/22/2022

Title: Superintendent

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**FOR THE COMMONWEALTH**

For the Secretary of Education: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-49.0

Comptroller: \_\_\_\_\_ Date: \_\_\_\_\_

**Vendor Name: Northern York County SD**  
**Address: 650 S Baltimore St, Dillsburg, PA 17019**  
**Fed ID #: 236005185**  
**Vendor #: 0000139241**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)	Federal	223-21-0302	84.425U	\$2,341,181.00	\$2,341,181.00

**Grantee agrees to comply with the following terms and conditions:**

1. The development and execution of the program outlined in this Agreement and subsequent reimbursement for such program by the Department will be in accordance with this Agreement's provisions as finally approved by the Department and shall comply with all applicable provisions of federal, state and local laws, the official regulations pertaining thereto, program guidelines and instructions issued by the Pennsylvania Department of Education.
2. Grantee will comply with all reporting requirements in relation to program and fiscal components of the ARP-ESSER program as defined by the Department and/or federal governing agencies.
3. Grantee will maintain documentation of expenditures, procurement and activities carried out through this grant for a period of the current year plus six years in accordance with Department guidelines. Grantee will provide records to Department, monitors or federal awarding agency upon request.
4. Grantee will comply with all reporting requirements in relation to any waiver authorized under the ARP-ESSER and applied for and approved through the grantee agency. The Department will provide reporting requirements and due dates when available from the federal awarding agency.
5. Payment to Grantee under this Agreement is contingent upon appropriation and availability of funds to the Commonwealth.
6. Grantee will reserve at least 20% for learning loss mitigation, including through:
  - Afterschool, summer schools, extended day/year programs.
  - Targeted to ESEA subgroups, students experiencing homelessness, and children and youth in foster care.

**General Federal Requirements:**

1. Grantee shall use such fiscal control and fund accounting procedures necessary to ensure the proper disbursement of, and accounting for, federal funds paid to the applicant under each such program.
2. Grantee shall comply with the Uniform Grant Guidance – Subpart D (Post Federal Award Requirements) Standards for Financial and Programs, 2 CFR §200.300-§200.345, as applicable.
3. Grantee shall comply with the Uniform Grants Guidance -- Subpart D (Post Federal Award Requirements) methods of procurement to be followed, 2 CFR §200.320.
4. Grantee shall ensure that all written policies and procedures required by the Uniform Grants Guidance for the administration of federal grant dollars are created, approved, implemented and are available for review by monitors.
5. Grantee shall comply with the Uniform Grants Guidance – Subpart E (Cost Principles) 2 CFR §200.400-§200.417 and 2 CFR §200.420-§200.475, as applicable.
6. Grantee shall comply with the Uniform Grants Guidance – Subpart F – Audit Requirements, specifically sections 2 CFR §200.500-§200.512, as applicable.

**Other Federal Requirements:**

1. When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with federal money, Grantee shall clearly state:
  1. the percentage of the total costs of the program or project that will be financed with federal money;
  2. the dollar amount of federal funds for the project or program; and
  3. the percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.
2. Grantee shall ensure that its personnel, whose salaries and/or benefits are federally funded are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official business, or from using government supplied electronic equipment to text message or email when driving.

3. Insofar as any construction projects are funded with this Agreement, Grantee shall comply with all applicable federal and state legal requirements with respect to such construction projects, including, without limitation, the pre-approval requirements set forth in 2 CFR §200.439, the construction requirements set forth in 34 CFR §§ 75.600-75.617 (such as 34 CFR 75.609 (Safety and Health standards) and 75.616 (Energy Conservation)), and the Davis-Bacon Act (40 U.S.C. 3141-3144, and 3146-3148) as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). The federal equal opportunity clause applicable to federally assisted construction contracts contained at 41 CFR § 60-1.4 is incorporated herein by reference.
4. Grantee acknowledges that this Agreement may be revised pursuant to ongoing guidance from the relevant federal or Commonwealth agency regarding requirements for the funds subject to this Agreement. Grantee agrees to abide by any such revisions upon written notification from Commonwealth of the revisions, which will automatically become a material part of this Agreement, without the necessity of either party executing any further instrument.

## **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>	We analyzed student grades, failure rates, benchmark assessment results, progress monitoring data, and standardized test results.
<b>Chronic Absenteeism</b>	We analyzed attendance rate data, rates of truancy, and drop out rates using our student information system.
<b>Student Engagement</b>	We administer to all students in grades 3-12 an annual survey from Youth Truth. This survey asks students how engaged they are in their academics and overall school/district community. We also look at the percentage of students involved in extra curricular activities.
<b>Social-emotional Well-being</b>	We use a Multi Tiered System of Support (MTSS) approach to monitor student attendance, behavior, and course completion. The underlying root causes for issues in these areas are analyzed. Identified social emotional problems are referred to the Student Assistance Program team and school counselors. For high level (Tier 3) cases, referrals to Children and Youth are made, the school-based risk assessment team is consulted. Suicide risk assessments may also be used. Students, staff and community members can also refer high risk cases through the Safe 2 Say System. We monitor the needs of the students and community through student, staff, and community surveys.
<b>Other Indicators</b>	N/A

**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>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Our MTSS tiers will be utilized to determine the levels of need.
Students from low-income families	Our MTSS tiers will be utilized to determine the levels of need. Also, each school has a positive behavior support system that provides data in this area. We also looked at internet access and provided hotspots for families in need.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	Along with our MTSS and PBIS, this subgroup is monitored in the areas of truancy rates. We also analyze the longitudinal data regarding the number of suicide/risk assessments completed.

**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>	Our MTSS framework addresses both the academic and social-emotional needs of our students. The academic and social-emotional components are divided into a three-tier support system. At Tier 1 level, a few critical strategies are implemented with fidelity. These strategies satisfy the needs of approximately eighty-five percent of our student body. At Tier 2 level, extra supports and interventions are provided to accommodate student needs. At Tier 3 level, intensive supports and interventions are added to meet the needs of the students at the greatest risk of academic failure and/or social-emotional stressors.

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:**

n/a

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.

n/a

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

	Strategy Description
Strategy #2	Our PBIS specifically supports our students social-emotional needs throughout the district. The PBIS framework mirrors the MTSS tiered intervention system as noted in strategy #1. The Tiered system allows the district to provide school-wide, along with individualized supports to address a variety of needs such as: mental health, emotional health, student behavior, attendance, and course completion.

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:

n/a

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.

n/a

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

	Strategy Description
Strategy #3	

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:

N/A

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:

N/A

## **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.)

The District engaged central administration, including the Superintendent, Asst. Superintendent, Asst. to the Superintendent, Chief Financial and Operations Officer, Special Services Director, Human Resource Director, and Technology Director, in planning the use of these funds. Areas of concern were discussed and areas for future growth were identified. These areas will be expanded upon by engaging principals, teachers, school staff, and community through surveys and engagement meetings. School Guidance Counselors will engage in the process by gathering feedback from school staff, students, and parents regarding the academic and social-emotional needs. Existing programs will be used and expanded as needed and as applicable. Student and family input will be based upon principal's feedback and existing school environment. Principals have regular interactions with these individuals as well as PTO meetings that will help drive the appropriate planning of these funds. As the District moves forward with its Comprehensive Plan, the District will consult with these various stakeholders and others to further expand the support systems to address the SEL needs. Part of these conversations will address the needs that have arisen from the pandemic so that the District can have stronger SEL programming than prior to the pandemic.

#### **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)**

The District will utilize the information gathered through the engagement of stakeholders (community survey, student/staff survey, public school board meetings) in order to make strategic goals to serve students of the District. The District will ensure that the response incorporates areas in which the pandemic has negatively impacted students, social, emotional,

and mental health. Stakeholders with first hand knowledge of how the pandemic has impacted the learning environment for students will be the focus of the utilization of set aside funds. The information gathered will be critical as the district goes through its Strategic and Comprehensive Planning Processes.

#### **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)**

Through a variety of stakeholder engagement activities, the final plan will be developed and then presented to the school board for endorsement. Additionally, the plan will be posted on the district website and be made available in the district admin office. The District will ensure that the plan is written in a language that parents/caregivers can understand and will provide alternate formats at the request of individuals, including individuals with disabilities.

## **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.

We offer a variety of programs to support our students' academic needs and the impact of lost learning time due to the pandemic. These programs help bridge the learning gap for our students. These programs include: Summer Reading Program, Credit Recovery, Ready Freddy, Extended School Year, and After-School Tutoring. We also purchased curriculum materials including Math Foundations and Wilson Language Training. Math Foundations offers a structured remediation solution to expedite student progress in acquiring KG-8 grade skills. The course is appropriate for use as remediation/intervention for students in grades KG - 8. Math Foundations effectively remediates computational skills and conceptual understanding needed to undertake high school-level math courses with confidence. Math Foundations empowers students to progress at their optimum pace through over 80 semester hours of interactive instruction and assessment spanning grades 3 to 5. Carefully paced, guided instruction is accompanied by interactive practice that is engaging and accessible. Formative assessments help students to understand areas of weakness and improve performance. Wilson Reader Training The Wilson Reading System is effective in developing the reading skills of individuals with a language-based learning disability or who have otherwise struggled to learn to read. Designed for students in grades 2-12 who have a language-based learning disability or who have not internalized the sound-symbol system for reading and spelling, the Wilson Reading System contains unique characteristics such as:

- Presents the material in 12 Steps, not corresponding to school grade levels, that are further divided into 52 incremental sub-steps, each building upon the previous one. Requiring the mastery of each sub-step before progressing to the next one makes the demands of the subsequent sub-step manageable and achievable.
- Follows a ten-part lesson plan that addresses the following in a sensible and logical fashion.
- Has one of the most extensive collections of controlled and readable text (wordlists, sentences, stories) for students beyond the primary grades.

Intensive Learning Support Teacher The Intensive Learning Support Program is designed to provide intensive educational programming to students with significant learning needs. These needs impact a student's academic performance and social functioning. The program is designed for students who cannot make meaningful educational gains in less restrictive environments. Students eligible for the program, meet the criteria for special education services, have a disability, and have the need for remediation. The program aligns academic skill development with PA Standards. Instruction is provided at the student's instructional level. Students are engaged in activities that involve cooperative learning and team building skills. Differentiated, intensive academic instruction is provided based upon the child's Individualized Education Plan (IEP).

**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.

A large percentage of our remaining funds will be utilized to hire staff that will support our students who are demonstrating needs. Kindergarten Teachers One of our layered mitigation strategies was reduced class size, so that we can increase social distancing. At the elementary level, two KG teachers were added to make social distancing more feasible. Online Learning Teachers There was a significant increase in the number of students who moved to online learning. By adding staff to support this demand, students were able to be home and learn their grade level curriculum. English Language Development Teacher Our English Language (EL) teacher provides support for students who are identified as English Language Learners in a variety of settings including co-teaching, small group instruction, and consultation with classroom teachers. The EL teacher works with English language learners at various age levels, with a variety of family structures, and with diverse backgrounds supporting culturally responsive practices. She/He supports students from a variety of cultural, racial, socioeconomic and linguistic backgrounds. The EL teacher identifies English learner students using district criteria; develops, implements, monitors, and evaluates instructional programming to meet the needs of EL students; collaborates with the EL team on programming, data analysis, and instructional planning; and acts as a resource for colleagues by modeling instructional strategies, identifying and developing instructional resources, and providing professional development related to the needs of EL students. School Social Worker (Possible support for elem guidance services) Our social workers will be trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. They will be instrumental in furthering the mission of the schools which is to provide a setting for teaching, learning, and for the attainment of competence and confidence. Social workers will enhance the district's ability to meet its academic mission, especially where home, school and community collaboration is the key to achieving student success. Technology Integration Specialist Student academic needs will be addressed, in part, with the hiring of a Technology Integration Specialist who will promote the use of technologies to support student achievement in the K to 12 classroom. Among other duties, this skilled professional will collaborate with teachers in composing effective technology-infused, content-based lessons; support teachers as they implement the lessons in their classrooms; and promote model instructional practices and the role of technology in them. In addition, the Technology Integration Specialist will articulate appropriate instructional technology practices as described in technology standards for students and teachers, and provide assistance and training to instructional staff in the integration of technology to support student achievement. Student Services Assistant Director In looking to expand the support and resources for our special education students, the District will hire a Student Services Assistant Director responsible for implementing and maintaining Special Education programs and services in conformance to district, state, and federal objectives and laws; planning, designing, and implementing all phases of service provided by the Special Education staff; serving as a resource to patrons, school personnel, and the Board; and maintaining adequate staffing to ensure objectives of programs and services are achieved within budget. This district-level administrator will have oversight of all professional and non-professional staff implementing

instruction and therapeutic services to all assigned special education students and programs. She/He will ensure inclusive and effective outcomes for students with disabilities, their families, and communities.

**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)**

N/A

**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)
<b>20 Percent Reservation</b>	2,341,181	20%	468,236



**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>
<p><b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b></p>	<p>In order to monitor progress and adjust strategies as needed, the District collects and analyzes data measuring student learning, including academic impact of lost instructional time during the pandemic. Using our Multi-tiered System of Supports (MTSS), we have academic interventions to support our students' learning. In its broadest application, our MTSS has universal practices in place that support effective instruction and learning. This approach starts with high quality classroom instruction for all students, together with periodic screening. Through the screening process, students are continuously assessed in order to measure their rate of progress. Students achieving acceptable levels of growth are still monitored and teacher professional development is key to provide best practices in the classroom. Ongoing support for teachers ensures every student receives high quality instruction. Students that are not successful at this first tier of supports receive more intensive, targeted instruction in addition to their regular curriculum. Data at this level identifies specific supports needed to provide appropriate scaffolding. Differentiated instruction, small group, and sometimes 1:1 supports are necessary to meet individual needs. At the third and most intensive level of support, interventions may include increase time on assignments, adapted materials, or pull out support. Universal screeners are used at the elementary and middle school. These include a variety of standardized norm referenced measures such as AimswebPlus. The district will also conduct diagnostic measures and curriculum based measures such as sentence dictations, sight words, i-Ready, and Hegarty screeners at designated grade levels. Results from local benchmark and diagnostic screeners, as well as standardized assessment results for assessments such as WIDA ACCESS , PASA, PSSA, and Keystone exams will be used to identify student learning gaps. Math Foundations and Wilson Reading programs/interventions who are used for students who have fallen below grade-level due to lost instructional time.</p>
	<p>In order to monitor progress and adjust strategies as needed, the District collects and analyzes data measuring student engagement. We will continue to administer surveys and questionnaires to students, staff and parents in order to measure student engagement. The district formed a</p>

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Opportunity to learn measures (see help text)</b>	<p>Learning Loss Task Force which includes stakeholders from each level, to review assessment and survey data and determine how best to provide services and programs targeted to high need students. The instructional model outlined in our Health and Safety Plan, including our remote learning options during COVID, were informed by parent, staff, and student feedback through meetings and surveys. The District ensures that all students have access to appropriate technology, including devices and wireless internet to facilitate remote learning. The District conducts a thorough inventory of current assets and puts in place a technology plan that provides a one-to-one student to device ratio. Wireless hotspots are provided to any families that do not have internet access in their homes. The district has budgeted and committed to maintain a 1:1 device initiative moving forward. The District trains staff on the effective use of technology. Just in time training is provided for newly acquired hardware and applications. Teachers are trained to use Schoology as a learning management system to facilitate virtual instruction.</p>
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	<p>Created Jobs (new paid positions or existing unfillable positions) 1 FTE: Asst Dir of Student Services (special education); 1 FTE: social workers and/or Support for elem counseling program 1 FTE: Technology Integration Specialist; 1 FTE English Language Teacher; 1 FTE Intensive Learning Support Teacher; 2 FTE's Kindergarten Teachers; 1 FTE On Line Learning Teacher</p>
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	<p>A variety of summer and after-school programs are funded by ARP ESSER funds. Our Ready Freddy program provides reading support after school to elementary students. Our Summer Reading program is targeted to students showing a need for improved literacy skills and who have fallen below grade level. ESY services are provided to special education students based on their needs as articulated in the Individual Education Plan. These services ensure we provide FAPE to our eligible students. ARP ESSER funds were used to provide a stipend to the staff who provided summer support to students who needed credit recovery. The cost of credit recovery for student in financial need was paid through this grant. These courses were provided through online software. After-school instructional help was provided at the Middle and High School for students who had fallen behind and/or who wanted extra support with academics.</p>

## **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**

\$2,341,181.00

**Allocation**

\$2,341,181.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$290,000.00	Addition of two Kindergarten teachers for classroom size reductions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$255,000.00	Addition of two Kindergarten teachers for classroom size reductions
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	Addition of a new EL Teacher to address instructional needs of the elementary population
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$125,000.00	Addition of a new EL Teacher to address instructional needs of the elementary population
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$150,000.00	Addition of a new ILS teacher to address the instructional needs of the elementary population



Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$125,000.00	Addition of a new ILS teacher to address the instructional needs of the elementary population
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$35,000.00	Math Foundations
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	Wilson Training
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$80,000.00	Summer Reading Program Teacher Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,000.00	Summer Reading Program Teacher Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,000.00	Summer KDG Program Salaries
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,000.00	Summer KDG Program Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	Extended School Year Services
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$100,000.00	Teachers for On-line Learning

Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$50,000.00	Teachers for On-line Learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$237,181.00	Software for On-Line Learning
		<b>\$1,701,181.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,341,181.00

**Allocation**

\$2,341,181.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$180,000.00	Create a new position - Director of Special Education
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$100,000.00	Create a new position - Director of Special Education
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$110,000.00	Create a new Social Worker position
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$75,000.00	Create a new Social Worker position
2200 - Staff Support Services	100 - Salaries	\$100,000.00	Instructional Technology Integrator
2200 - Staff Support Services	200 - Benefits	\$75,000.00	Instructional Technology Integrator
		<b>\$640,000.00</b>	

**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$480,000.00	\$339,000.00	\$237,181.00	\$0.00	\$0.00	\$55,000.00	\$0.00	\$1,111,181.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$300,000.00	\$250,000.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$590,000.00
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	\$290,000.00	\$175,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$465,000.00
2200 Staff Support Services	\$100,000.00	\$75,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$175,000.00

	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	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,170,000.00	\$839,000.00	\$277,181.00	\$0.00	\$0.00	\$55,000.00	\$0.00	\$2,341,181.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	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	\$2,341,181.00

## **Payment Terms, Responsibilities and Contact Information**

1. **PROJECT OFFICER:** The person designated to act for the Commonwealth in managing this contract is:

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

- a. All grants are placed on a system of scheduled payments to provide operating funds during the period of the Agreement. Monthly payments are determined by dividing the approved amount by the number of months during the term of the Agreement. Payments will be initiated by the Comptroller's Office after arrival of each fully executed Agreement.
- b. Grantee shall implement a cash management system that will ensure that only the minimum amount of cash required to effectively operate the program is requested and/or kept on hand. Failure to implement and maintain such a system can result in the Grantee being suspended until an adequate cash management system has been implemented.
- c. During the life of this Agreement, unless otherwise provided in Program Guidelines, Grantee shall submit the following financial reports to the Comptroller's Office or the Department:
  1. Reconciliation of Cash on Hand Quarterly Report PDE Form No. 2030, and
  2. Final Expenditure Report.
- d. Grantee will conform to all policies and guidelines cited in the Department's individual program Policies and Procedures and/or instructions associated with the Reconciliation of Cash on Hand Quarterly Report, and Final Expenditure Report concerning the financial reports described in Paragraph 2(c), above.
- e. The Department reserves the right to disapprove any expenditures by the Grantee that are not in accordance with this Agreement.

3. **REPORTING:**

Grantee shall submit any required program and or fiscal reports that are designated by the Department and/or federal awarding agencies for the purpose of determining program outcomes and compliance. Due dates and reporting requirements will be announced by the Department.

Any unexpended funds remaining at the end of the grant period must be returned to the Department of Education.

4. **FUNDING LEVEL: THE TOTAL COST TO THE COMMONWEALTH UNDER THIS AGREEMENT SHALL NOT EXCEED THE AMOUNT SET FORTH IN THE AGREEMENT.**

Payment of that amount is contingent upon the availability of Program funds and appropriations sufficient to pay the total costs. Any funds provided to the Grantee under this Agreement may only be used in accordance with this Agreement.

- a. **FUNDING INCREASE** – If the Commonwealth determines that additional Federal or State program funds are available for use under this Agreement, the Commonwealth may at its sole discretion increase the approved program cost. Such increases will be made in accordance with paragraph 5 (“Funding Adjustments”).

- b. **DECREASE** – The Commonwealth reserves the right, at its sole discretion, to reduce the total cost of this Agreement when the Federal or State funds appropriated by the U.S. Congress and/or State Legislature are less than anticipated by the Commonwealth after Execution of this Agreement hereunder; or the funds appropriated are later unavailable due to a reduction or reservation in the appropriation. Such decreases will be made in accordance with paragraph 5 (“Funding Adjustments”).
- c. **UNEXPENDED FUNDS** – Grantee understands and agrees that funds which remain unexpended at the end of the term of the Agreement or upon termination of the Agreement shall be returned to the Commonwealth within sixty (60) days of the project’s ending date or termination date along with the submission of the Final Completion Report and/or Final Expenditure Report, depending on the applicable program requirements.
- d. **WITHHOLDING OF FUNDING** – Without limitation of any other remedies to which it is entitled hereunder or at law, the Commonwealth shall have the right to withhold the funding granted under this Agreement, in whole or in part, for any of the following reasons, without limitation:
  - 1. failure of Grantee to fulfill in a timely and proper manner its obligations hereunder;
  - 2. violation of laws, regulations or polices applicable to the grant or to the implementation of the project funded under this Agreement; and
  - 3. misuse of funds, mismanagement, criminal activity or malfeasance in the implementation of this Agreement.

**5. FUNDING ADJUSTMENTS:**

Funding Adjustments may be made for the following reasons and in the following manner:

- a. **Funding Increase:**
  - 1. The Commonwealth shall notify the Grantee in writing of any funding increases under this Agreement.
  - 2. Upon receipt of this notice the Grantee shall revise and submit to the Commonwealth a revised Program Summary Budget and if necessary, any revised pages of the Narrative which shall reflect the increase of funds.
  - 3. Funding increases will take effect upon Commonwealth’s receipt and approval of the revised documents, which shall be incorporated in and made part of this Agreement.
- b. **Funding Decrease:**
  - 1. The Commonwealth shall notify the Grantee in writing of any funding decreases.
  - 2. Funding decreases will be effective upon receipt by the Grantee of the Commonwealth's funding decrease notice.
  - 3. Funding decrease notices shall be incorporated in and made part of this Agreement.
- c. **Transfer of Funds Among Cost Categories and/or Object Codes:**

Any transfer of funds among cost functions and/or object codes must be made consistent with the applicable Program Guidelines.