

**ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF  
(ESSER II) AGREEMENT**

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Southern York County SD located at 3280 Fissels Church Rd, PO Box 128, Glen Rock, PA 17327, (“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 Elementary and Secondary Emergency Relief (ESSER II) programs under the, P.L. 116-136. Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, Public Law 116-260.

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$1,119,806.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2023.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2023, 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

1. 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: Sandra Lemmon - Electronic Signature Date: 11/19/2021  
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-44.0

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

**Vendor Name: Southern York County SD**  
**Address: 3280 Fissels Church Rd, PO Box 128, Glen Rock, PA 17327**  
**Fed ID #: 236005164**  
**Vendor #: 0000139236**

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
Elementary And Secondary School Emergency Relief Fund II (ESSER FUND)	Federal	FA-200- 21-0409	84.425D	\$1,119,806.00	\$1,119,806.00

**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 CRRSA Act 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 CRRSA Act 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.

**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. 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 - Program Description

### INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

**\*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

**Please explain how the LEA will determine its most important educational needs as a result of COVID-19.** (3000 characters max)

Before the beginning of the 2019-2020 school year, due to the COVID-19 pandemic, the District surveyed families to determine what percentage of parents planned to enroll in our Digital Academy (the school district's cyber school option). Approximately 25% of the parents were interested in the school district's virtual option based on the survey results. This trend held true for almost the entirety of the 2020-2021 school year. Before the 2020-21 school year, enrollment in the Southern Digital Academy averaged about 45 students across all grade levels. It was clear that the district would need to substantially increase the remote learning offerings available in our Digital Academy. For the 2020-21 school year, students not opting to enroll in the District Digital Academy would attend school on a hybrid model, attending school in-person two days a week and completing school work virtually the remaining three school days. This hybrid model was in place for almost the entirety of the 2020-21 school year, with students in grades K-8 returning to five-day per week instruction in March 2021. Throughout the 2020-2021 school year, the district learned many lessons that further helped determine the most critical educational needs. After a year of varied learning options, changing guidance, and restrictions, the district worked to define an outline of the most important educational needs resulting from the COVID-19 pandemic. These needs include providing an in-person learning option to the greatest extent possible as well as providing a rich, detailed, and equal opportunity for those students who decide to continue their education through our Digital Academy. Our staff supports continuing the use of the technologies we implemented in the 2020-2021 school year and continues to utilize new offerings and discover new ways to provide the best instruction to our students and their differing educational needs.

**Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff.** (3000 characters max)

At the beginning of the 2020-2021 school year, the District purchased Lincoln Learning licenses for all elementary students and additional Edgenuity licenses for secondary students enrolled in our Digital Academy. Moving into the 2021-2022 school year, most of our students

have returned to in-person instruction; however, we continue to use those two digital learning platforms as the basis for our Digital Academy students. Continuing with these programs provides the District's Digital Academy students with consistency to what they used in the previous year. Concerning services and assistance to students and staff, we continue to purchase technology that will better assist in the learning process such as, Chromebooks for staff and students, document cameras, webcams for classrooms. Training and professional development is and will continue to be provided to staff throughout the school year.

**Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning.** (3000 characters max)

The District will be using its ESSER II funds in a multifaceted approach of meeting the needs of our staff, students, and community as best as possible. One of the facets of this approach will be the use of funding to provide substantial resources to those students who either desire remote learning opportunities in our District Digital Academy or those that need additional resources to continue their in-District education remotely. We will use these funds to license curriculum materials and programming to supplement and support our in-District efforts of providing elementary and secondary students with excellent remote learning options. Additionally, with respect to remote learning, we will use these funds to provide resources to students and teachers such as Chromebooks, document cameras, webcams in classrooms, and other similar resources. Lastly, the District is committed to providing internet access to those families that need it. We are using these funds to provide wireless hotspots to families with limited high-speed internet options, allowing their students to complete remote learning tasks when they are not physically in a building. The District is exploring more synchronous instructional for our Digital Academy students in the Middle and High School, allowing them to be a part of classroom instruction and utilizing technology enhancements to make this possible.

**Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services.** (3000 characters max)

The district will utilize diagnostic and benchmark assessments such as Fountas and Pinnell, CDTs, Panorama (SEL), iReady, and Acadience/Aimsweb to identify academic, social, and emotional learning gaps. Teachers will be working in teams to identify gaps and plan for differentiated instruction and interventions to best meet each student's needs. Regular and special education teachers will work collaboratively with students in small groups and individually to address the gaps. An MTSS model of instruction will be utilized to maximize student learning. This differentiation will be utilized in both the hybrid and remote learning models. In addition, instructional assistants and support staff will be used daily to provide additional supports to those virtual students.

**Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery.** (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency

- response efforts; and
- Detailing supports for vulnerable student populations and families.

Throughout the COVID-19 pandemic, the school district solicited feedback from local stakeholder groups (including parents, students, health officials, teachers, and administrators) to develop a comprehensive education plan that prioritizes the safety of students and staff. In addition, the plan allows the district to transition between in-person instruction, hybrid learning, and completely virtual learning based upon the current level of transmission. As a result of the high level of planning in cleaning protocols, social distancing, mask-wearing, personal hygiene, and cohorting of students, we have successfully minimized the need to quarantine large numbers of students or staff. These efforts are allowing the district to remain consistent with instruction in the hybrid learning model. Moving into the 2021-22 school year, the District has returned to a fully in-person instructional model (five days/week) with the option for remote learning. Additionally, there continues to be a need for any students to learn remotely if a student is quarantined for a period of time. As indicated above, we have utilized the first month of the school year to implement academic and social-emotional assessments to help staff identify learning gaps and greatest areas of need. After analyzing the data, the staff are able to utilize the previous year's data to identify significant gaps. In addition, teams of teachers are also working together to identify critical standards of learning that should be prioritized. Multiple digital learning platforms (including Lincoln Learning and Edgenuity) are being utilized to help support students from home. When students are in-person, they receive whole group and small group instruction, which utilizes a low student to teacher ratio. This ratio allows for a higher level of differentiation that can be used to mitigate the academic and social-emotional learning gaps. Furthermore, support staff are assigned to the most vulnerable student populations when at home so that students can receive necessary online support when working virtually.

**Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines.** (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

Approximately eight years ago, the District committed local funds and resources to establish its own cyber option for families. However, the funding and resources were not available to create a cyber option at the scale that is currently necessary. In the spring of 2020, during the pandemic, the District established a committee of staff to research and investigate digital learning platforms for elementary students to utilize while working virtually. It was determined that a platform would be best utilized if all elementary students had access to the digital curriculum. As a result of the research and CARES funding, the District was able to purchase the Lincoln Learning platform for all elementary students. This platform allowed the district to provide some of the same learning opportunities that are afforded to our secondary students (as they are already utilizing Canvas and Google Classroom as digital platforms). Now our in-person and remote learning students are using the same learning management systems. This

consistency allows students to be in-person or virtually without the need for constant educational transitions. Ultimately, the CARES funding is allowing us to expand our remote learning option from approximately 45 students to 750 students. In addition, the funding also provided us an opportunity to provide all students consistency with curriculum deployment, a critical need in these unprecedented times of change!

**Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19.** (3000 characters max)

As a result of the COVID-19 pandemic, the District staff were very concerned not only about academic learning gaps but also social, emotional learning gaps. Therefore, the District prioritized implementing a universal social, emotional screener (Panorama). The results of these student assessments are used to create differentiated lessons related to self-awareness, relationship building, social awareness, and social problem-solving. The District will continue to utilize this assessment to benchmark students and monitor their progress throughout the next several years. Likewise, benchmark assessments will also be used in Math, ELA, and Science k-12. These are assessments that have been in use within the District and will continue to be a critical component to assessing learning gaps. These assessments are the basis for instructional decisions within our teacher PLCs. Trends and gaps are identified and incorporated into daily instruction. Given these assessments are used every year, the District will be able to monitor progress and address achievement gaps. The District will also incorporate the data into our MTSS model for the purpose of providing the highest level of Tiered I, II, and III instruction/interventions. The District is also focused on student attendance and engagement. If students are not attending or engaged in virtual instruction, then it is impossible for them to progress with their peers. The District is tracking attendance and work completion on a daily basis. When students are not attending or completing work, they are identified, and staff are making parental contact. Teachers are meeting with administration and parents to complete attendance plans and make every attempt to best meet the needs of students. In addition, the District is making home visits, providing WiFi hotspots, and technical support in an effort to remove barriers to student success.



## Section: Narratives - Allowable Usage of Funds

### ALLOWABLE USAGE OF FUNDS

**Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.**

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

**\*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".**

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.

- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)  
**\*\*Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.\*\***
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- (15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local

educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

\*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Southern York County School District	(9) Purchasing educational technology...	Chromebook purchases for students and staff.
Southern York County School District	(9) Purchasing educational technology...	The purchase of remote learning software licenses for students at all grade levels.
Southern York County School District	(7) Purchasing supplies to sanitize and clean...	The purchase of MERV-13 air filters for HVAC equipment.
Southern York County School District	(10) Providing mental health services and supports.	The funding of a school psychologist position.
Southern York County School District	(15) Other activities that are necessary...	The addition of three professional staff and one support staff position, these positions were restored after they had been removed in a previous budget. These positions are an integral part of providing adequate education to our District students.

## Section: Narratives - ESSER II Fund Assurances

### ESSER II FUND ASSURANCES

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.**

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA

at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

## Section: Narratives - ESSER II Reporting

### USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

### HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

### LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

## **STUDENT PARTICIPATION AND ENGAGEMENT**

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

## **FULL TIME EQUIVALENT POSTIONS (FTE)**

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,119,806.00

**Allocation**

\$1,119,806.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$90,400.00	Remote Learning Licenses for students in Grades K-12
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$356,979.00	Salaries for three professional positions for two years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$124,383.00	Benefits for three professional positions for two years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,083.00	Salary for a support staff professional for two years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$33,398.00	Benefits for a support staff professional for two years.
		<b>\$632,243.00</b>	





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

**BUDGET OVERVIEW**

**Budget**

\$1,119,806.00

**Allocation**

\$1,119,806.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$50,817.00	Salary for school psychologist
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$37,121.00	Benefits for school psychologist
2800 - Central Support Services	700 - Property	\$205,875.00	Chromebooks for District students
2800 - Central Support Services	700 - Property	\$130,000.00	Chromebooks for District staff
2600 - Operation and Maintenance	600 - Supplies	\$63,750.00	MERV-13 Filters for District HVAC equipment.
		<b>\$487,563.00</b>	

**Section: Budget - Budget Summary**

Display a read-only table showing total budget and allocation amounts.

**Budget**

\$1,119,806.00

**Allocation**

\$1,119,806.00

**Budget Over(Under) Allocation**

\$0.00

**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	\$356,979.00	\$124,383.00	\$0.00	\$0.00	\$0.00	\$90,400.00	\$0.00	\$571,762.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$27,083.00	\$33,398.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,481.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
<b>Programs</b>								
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	\$50,817.00	\$37,121.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,938.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$63,750.00	\$0.00	\$63,750.00
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	\$335,875.00	\$335,875.00
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

	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
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
	\$434,879.00	\$194,902.00	\$0.00	\$0.00	\$0.00	\$154,150.00	\$335,875.00	\$1,119,806.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								\$0.00
<b>Final</b>								\$1,119,806.00

## **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.