

**AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL
EMERGENCY RELIEF (ARP-ESSER) 7% SEA RESERVE 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, Act 24 of 2021 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 under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, for the ARP Elementary and Secondary Emergency Relief (ARP-ESSER) 7% SEA Reserve program.

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$176,045.00. 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 Assurances, 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 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-52.0

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
ARP ESSER After School Set Aside	Federal	FA-TBD-21-0409	TBD	\$25,149.00	\$25,149.00
ARP ESSER Learning Loss Set Aside	Federal	FA-TBD-21-0409	TBD	\$125,747.00	\$125,747.00
ARP ESSER Summer School Set Aside	Federal	FA-TBD-21-0409	TBD	\$25,149.00	\$25,149.00
ESSER Fund (ARP ESSER) 7% Set Asides Consolidated	Federal	FA-TBD-21-0409	TBD	\$0.00	\$176,045.00

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 7% SEA Reserve program as defined by the Department and/or federal governing agencies.
3. Grantee certifies that its expenditures shall conform to all applicable federal and state legal requirements, including, without limitation, the minimum grant use requirements contained in Act 24 of 2021. 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 7% SEA Reserve program 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:
 - i. the percentage of the total costs of the program or project that will be financed with federal money;
 - ii. the dollar amount of federal funds for the project or program; and
 - iii. 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.

Grant Title:

ESSER Fund (ARP ESSER) 7% Set Asides Consolidated

Agency:

Southern York County SD

Project No:

FA-TBD-21-0409

Type:

Original Application

Total Allocation:

\$176,045.00

Award Amount:

\$176,045.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Submitted

Actions...

Section: Program Funding Description	Status: Complete
Group:	Agency: Southern York County SD

Program Funding Description

* Describe how the LEA will use program funding to accelerate learning. How will the use of these funds be integrated with funding received from other ARP-ESSER Learning Loss funds (including original ARP-ESSER funding and other programs involved in this application)

Southern York County School District identified throughout the 2020-2021 and 2021-2022 school year through data analysis that students were impacted academically and instructionally through the COVID pandemic. Through this data analysis, we have identified that many of our students are exhibiting learning loss in both areas of math and reading. Through research-based practices, SYCSD devised a plan to address these learning gaps over a three-year time period. The District will utilize funding sources through ESSERS and other grants to help increase students reading and math skills as well as focus on students' social and emotional well-being. Our goal is to implement an MTSS structure in our school buildings and purchase reading and math resources that will help to decrease the learning gaps. The District will use ESSERS funds to purchase resources and necessary professional development that is needed to address these learning gaps. Our process involves a team of stakeholders who will help to develop the plan, implement the plan and evaluate resources needed to implement the plan. This team of stakeholders will serve on committees formed to address learning loss in multiple areas including reading, mathematics, science, STEM, career awareness, social-emotional learning, etc. Through research-based practices, the committees will decide on resources, professional development, and curriculum development as needed. Data demonstrates our greatest needs are in the area of mathematics and reading, while also increasing teachers' pedagogy, questioning, and assessments. Professional development and acquiring research-based resources are needed to fill learning gaps and will help our District move our students forward to be global citizens and able to compete in a global economy.

Message Board

Author	Message	Type	Date
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Status:

Submitted

Actions...

Section: Engaging Stakeholder in Plan Development	Status: Complete
Group:	Agency: Southern York County SD

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 these specific 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.

*** Stakeholder Engagement**

- Describe how the LEA, in planning for the use of these 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 such as public libraries, institutions of higher education, community based organizations, 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 Southern York County School District administrative team first met to discuss the process for the use of the ESSER funding. A presentation was made to the Superintendent's Advisory Committee comprised of stakeholders throughout the community. An ESSER advisory committee was then formed specifically for the purpose of discussing the use of this funding. The committee includes representation from each building, including parents, teachers, special education teachers, union representatives, board members, and administrators. Additionally, the district discussed recommended programs with our social worker and presented the information to our Diversity Committee, comprised of school and community representatives. To get the information to the public for transparency, there were two presentations in fall 2021 to the school board concerning the use of the set-aside and ESSER funding, October 21, 2021, and November 17, 2021. These meetings were live-streamed to our public via our cable television station and YouTube. The meetings are also viewable on YouTube asynchronously after the meeting is over. The committee will continue to meet even after the grant applications are submitted to revise plans as necessary. Resources identified are as follows: Reading program for tier 1 that integrates the science of reading practices to help students gain necessary reading development, while also providing teachers with necessary teaching materials to grow students. Professional development on the instruction of reading and writing is needed to ensure the resources are being implemented with fidelity. Reading resources and professional development grounded in the science of reading for tier 2 and 3 instruction that bridges students' learning gaps to ensure they have the necessary skills needed to increase fluency and comprehension. Math resources that allow differentiation in tier 1 instruction to enhance the use of different learning modalities. Ongoing professional development on instructional pedagogy that helps students to process and develop an understanding of mathematical concepts and enhances mathematical discourse. Finally, curriculum development is needed in the integration of reading and writing, career awareness, and social-emotional learning in content courses to create instruction that will help bridge gaps created based upon COVID learning loss in these areas. SYCSD has identified that integration of these skills and competencies helps students to retain information, rather than doing them in isolation.

*** Use of Stakeholder Input**

4. 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 these ARP ESSER Funds. **(3,000 characters max)**

The committee structure noted above will continue to be used throughout the time of the grants. The committee will meet periodically to review the plan, progress on the plan, outcomes, and recommend changes to the plan based upon the results of programs implemented. Additionally, the discussions of the committee will be brought back to the school board for review and approval at public meetings. All public meetings are open to the public and also viewable remotely live and after the meeting. As with any agenda item, the public may give comments and input to the plans.

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

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

The administrative team began planning for development, approval and making the plan public in early September. First, the team met in entirety to discuss the different funding streams and set-asides. Discussion ensued about priorities in response to effects from the pandemic, current and ongoing. Next, the team split into groups to discuss the needs of different groups such as special education, limited English proficiency, elementary primary students, elementary older students, middle school students, high school students needing credit recovery, high school students with other service needs, and the overall population of students. Next, the background of the funding and some ideas for use of funding were presented to the Superintendent Advisory Committee for feedback. This feedback was used to refine ideas and the ESSER advisory committee met. Background information was presented including potential uses of the funding. The committee broke into smaller groups to discuss and provide feedback. The administration then presented the plan to the school board at a public meeting (live-streamed and also available afterward for viewing). Another meeting was held with the committee to refine ideas for each set-aside and area. This was then used to develop the grant application for public review, which was posted to the District’s website and electronic board meeting software on November 12, 2021, as a draft. This draft plan was presented to the school board on November 17, 2021 (public meeting) for discussion. The plan was then approved by the school board on November 18, 2021.

Engaging Outside Entities and Service Providers

- 6. Identify outside entities and/or service providers (Institutions of Higher Education, public libraries, clubs, etc) the LEA plans to engage in the implementation of programs using this ARP ESSER funding. Provide a description of how those entities will support the specific LEA activities.

Entity Name	Description of Outside Entity Activities
PATTAN	Science of Reading Professional Development.
Check and Connect	Our social worker works with outside agencies to connect our students, one example is Check and Connect.

ASSURANCE - No outside entities utilized

Message Board

Author	Message	Type	Date
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\$176,045.00

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\$176,045.00

Awarded Date:

Awarded Status:

Workflow Step:

Receipt / Verification

Status:

Submitted

Actions...

Section: Assurances	Status: Complete
Group:	Agency: Southern York County SD

Assurances: The LEA is required to provide the following assurances:

*

The LEA will use a data driven approach, that includes stakeholder input (e.g. families, staff, community members) to implement evidence based social and emotional programming specifically designed to provide a full continuum of equitable support to address identified student needs and support resiliency through strength development.

*

The LEA will utilize existing professional and support staff for the activities associated with this funding source to the maximum extent possible.

*

The information contained within this grant application is accurate and reflects the LEA's data, evidence-based intervention(s), and plan of action. The evidence has been appropriately documented and maintained by the LEA and was prepared in accordance with the guidance set forth in the American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund (ARP ESSER) grant application

*

The LEA will implement appropriate fiscal monitoring of and internal controls for these 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:

- o 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;
- o 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;
- o Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- o 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;
- o 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 these 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, and other ARP ESSER 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 . 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.

*

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.

Message Board

Author	Message	Type	Date
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Section: Narratives - Needs Assessment

Introduction

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$ 249,848,000 or five percent (5%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to school districts, charter schools and cyber charter schools (collectively, LEAs) = to implement evidence-based interventions that address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that LEAs, at a minimum, use the funds they are awarded under this subgrant in the following ways: .

Percentage of LEA Allocation - Required Activities

30% - To address the social, emotional and mental health needs of students

10% - To provide professional development and technical assistance to educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students.

8% - To address reading remediation and improvement for students

The remaining allocation may be used by the LEA to address and/or supplement other areas of learning loss caused by the pandemic.

Act 24 also requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer activities, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs.

Through this grant application, LEAs will meet their requirement of developing a three-part plan, including describing their planned programming, a narrative outlining the expected benefit of each program and activity, as well as an overview of how the LEA determined the areas of need to be addressed, including the use of stakeholder feedback.

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this 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) Social and Emotional Learning, (2) Professional Development needs to support Social and Emotional Learning, (3) Reading Remediation and Improvement for Students, and (4) Other areas of Learning Loss?

	Method used to Understand Each Type of Impact
Social and Emotional Learning	Susquehannock High School and Southern Middle School continue to assess the social-emotional well being of the students using the following methods: (1) Student Assistance Program Referral Data (2) Individual Student Meetings with Counselors (3) Informal Student Focus Groups (4) PAYS Survey Data (5) PDE Climate Survey Data (6) Senior Survey Data (7) Discipline Data (8) Truancy Data (9) Panorama Data (SMS Only) Friendship Elementary School, Southern Elementary School, and Shrewsbury Elementary continue to assess growth in the area of social-emotional learning using the following assessments: (1) Panorama Data (2) Surveys (3) Student Assistant Referrals (4) Student Counseling Groups (5) PAYS Survey (6) PDE Climate Survey (7) Discipline Data (8) SAP meeting notes
Professional Development for Social and Emotional Learning	Susquehannock High School and Southern Middle School will continue to offer professional development in the area of Social / Emotional Learning. Past professional development has included: (1) Book Studies - 'Deepest Well', 'Teaching Resilience in Students', 'Trauma-Informed Instructional Strategies' (2) Collective Self-Efficacy (3) Suicide Prevention (4) Diversity (5) Civil Discussion (6) Restorative Discipline Practices (7) Responsive Classroom (SMS Only) Friendship Elementary School, Southern Elementary School, and Shrewsbury Elementary continue to assess growth in the area of reading using the following assessments: (1) Book Studies (2) Responsive Classroom (3) Second Step
Reading Remediation and Improvement for Students	Susquehannock High School and Southern Middle School continue to assess growth in the area of reading: (1) Aimsweb Data (2) IEP Progress Report Data (3) Classroom Diagnostic Tool (CDT) (4) iReady Reading Assessment Friendship Elementary School, Southern Elementary School, and Shrewsbury Elementary continue to assess growth in the area of reading using the following assessments: (1)Acadience (2) IEP Progress Report Data (3) Linkit Reading (4) CORE (5) Kilpatrick PAST (6) PAST (7) F&P
	Susquehannock High School and Southern Middle School continue to

	Method used to Understand Each Type of Impact
Other Learning Loss	<p>assess student learning loss using the following assessments: (1) Classroom Diagnostic Tool (CDT) (2) Keystone Exam Data (3) PSSA Data (SMS Only) (4) PSAT Data (5) SAT Data (6) ACT Data (7) Advanced Placement Exam Data (8) Local Assessment Data (9) Aimsweb Data (10) iReady Math and ELA (SMS Only) Friendship Elementary School, Southern Elementary School and Shrewsbury Elementary continue to assess growth in the area of reading using the following assessments: (1) PSSA (2) Acadience (3) iReady Math (4) Linkit Math, Science, ELA (5) F&P</p>

Documenting Disproportionate Impacts

2. Identify the student groups in the LEA that faced particularly significant impacts from the pandemic in the areas of Social and Emotional Learning, Reading Remediation and Improvement, or any other areas of learning loss that the LEA will address with this funding source. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Social and Emotional Learning	<p>Identification: Focus group, SAP referral and discipline data demonstrates that students are struggling with stress and anxiety. Additionally, students are socially delayed due to the pandemic. Measurement: Student Focus Groups SAP Referrals Counselor Data Attendance Data Discipline Data PAYS Survey Senior Survey Panorama Student Team Meeting Data</p>
Children with Disabilities	Social and Emotional Learning	<p>Identification: Focus group, SAP referral and discipline data demonstrates that students are struggling with stress and anxiety. Additionally, students are socially delayed due to the pandemic. Measurement: Student Focus Groups SAP Referrals Counselor Data Attendance</p>

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
		Data Discipline Data PAYS Survey Senior Survey Panorama Student Team Meeting Data
English Learners	Social and Emotional Learning	Identification: Focus group, SAP referral and discipline data demonstrates that students are struggling with stress and anxiety. Additionally, students are socially delayed due to the pandemic. Measurement: Student Focus Groups SAP Referrals Counselor Data Attendance Data Discipline Data PAYS Survey Senior Survey Panorama Student Team Meeting Data
Gender	Social and Emotional Learning	Identification: Focus group, SAP referral and discipline data demonstrates that students are struggling with stress and anxiety. Additionally, students are socially delayed due to the pandemic. Measurement: Student Focus Groups SAP Referrals Counselor Data Attendance Data Discipline Data PAYS Survey Senior Survey Panorama Student Team Meeting Data
Children from Low-Income Families	Other Areas of Learning Loss	Identification: Academic efficacy and learning loss in the areas of Mathematics, Literature, Science, and Social Studies. Measurement: Aimsweb Data IEP Progress Data Local Assessment Data CDT Data

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Other Areas of Learning Loss	Identification: Academic efficacy and learning loss in the areas of Mathematics, Literature, Science, and Social Studies. Measurement: Aimsweb Data IEP Progress Data Local Assessment Data CDT Data
English Learners	Other Areas of Learning Loss	Identification: Academic efficacy and learning loss in the areas of Mathematics, Literature, Science, and Social Studies. Measurement: Aimsweb Data IEP Progress Data Local Assessment Data CDT Data
Children from Low-Income Families	Reading Remediation and Improvement	Reading Learning Loss is affecting all areas of literacy including; ELA, Math, Science, and Social Studies. Measurement: Acadience Data F&P Data CORE PAST
Children with Disabilities	Reading Remediation and Improvement	Reading Learning Loss is affecting all areas of literacy including; ELA, Math, Science, and Social Studies. Measurement: Acadience Data F&P Data CORE PAST
English Learners	Reading Remediation and Improvement	Reading Learning Loss is affecting all areas of literacy including; ELA, Math, Science, and Social Studies. Measurement: Acadience Data F&P Data CORE PAST
		Reading Learning Loss is

Student Group	Area of Impact	Provide specific strategies that were used or will be used to identify and measure impacts
Gender	Reading Remediation and Improvement	affecting all areas of literacy including; ELA, Math, Science, and Social Studies. Measurement: Acadience Data F&P Data CORE PAST

Section: Narratives - Learning Loss Program Questions

Learning Loss Program Questions: In this section, LEAs are asked to describe the activities they have designed to support accelerated learning to combat learning loss caused by the COVID-19 pandemic for their students. Please use the following link to ensure that your calculated values below are equal to the values published on PDE's website. The file contains your LEA's MINIMUM required reserves for Learning Loss to address SEL, SEL PD, and Reading Improvement. [Click to download reserve amounts.](#)

*LEA's can choose to spend MORE than the minimum required reserves for Learning Loss. Those values will be entered in the budget sections.

Section 3a – Social and Emotional Learning: As schools across the Commonwealth return to school, LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM of THIRTY PERCENT (30%)** of funding available through this grant application to support the Social and Emotional Learning of their students. In this section, LEAs are asked to describe the activities they have designed to address these needs. Please reference the SEL framework to assist in developing this plan.

3. Calculate 30% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning. *(Calculation will populate when you click the Save button)*
 - *This value will be needed in the corresponding budget section.*

	Total LEA Allocation	Multiply by 30% (.30)	Minimum Allocation for SEL
Minimum 30% SEL Requirement	125,747	30%	37,724

4. Describe the data sources the LEA is using to identify social and emotional needs of students and identify areas of strength and concerns in the learning environment.

Susquehannock High School and Southern Middle School continue to assess the social-emotional well being of the students using the following methods: 1) Student Assistance Referral Data 2) Individual Student Meetings with Counselors 3) Informal Focus Groups 4) PAYS Survey Data 5) PDE Climate Survey Data 6) Senior Survey Data (SHS Only) 7) Discipline Data 8) Truancy Data 9) Panorama Data (SMS Only) 10) Graduation Data
 Susquehannock High School (SHS) and Southern Middle School (SMS) believe that when our schools can build a positive relationship with a child, that child is more likely to feel an emotional belonging to our school community. It is through that sense of belonging that students begin to see a sense of self-worth, the collective efficacy our staff has for all

students, seek assistance, and grow their social-emotional and academic skill sets. Area of Concern Data generated from annual discipline reports, truancy reports, end of the year SAP reports, biannual PAYS Survey reports, Climate Survey reports, and Panorama (SMS only) results consistently identify students in SHS and SMS that continue to struggle in the area of academics and social-emotional proficiency. These students can come from a variety of different groups, however, a majority of the students are from economically disadvantaged households, or have been identified for special education services, and/or are transient students. Due to a lack of resources, gaps in their education, and/or learning disabilities, these students struggle to develop the necessary positive social-emotional skills necessary to achieve academic success. Area of Strength Both SHS and SMS utilize a variety of strategies to mitigate social-emotional barriers for students including, but limited to: 1) Responsive classroom management (SMS) 2) Restorative discipline practices 3) Student Assistance Program 4) Aavidum (SHS) and Little Aavidum (SMS) 5) SHS and SMS work with County agencies, mental health providers, and medical providers to provide support during the school day and after hours when possible.

5. Program/Activities – Please describe the planned program activities and identify the type of activity and the number of students to be served by that activity.

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Check and Connect partnership with Pennsylvania Counseling Services	Children from Low-Income Families	Targeted	8
Check and Connect partnership with Pennsylvania Counseling Services	Major Racial and Ethnic Groups	Targeted	8
Check and Connect partnership with Pennsylvania Counseling Services	Children with Disabilities	Targeted	8
Check and Connect partnership with Pennsylvania Counseling Services	English Learners	Targeted	8
Check and Connect partnership with Pennsylvania	Gender	Targeted	8

Program Activity	Student Group	Type (Universal, Targeted, Intensive)	Number of Students Served
Counseling Services			

6. How will the LEA assess the success of the SEL program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Attendance Data	Daily attendance data will be reviewed on a weekly basis	- Increased attendance rates of targeted individuals - Decreased truancy rates of targeted students - Decreased drop out rate - Increased accrual of academic credits - Increased four-year graduation cohort rate
Discipline Data	Weekly and/or monthly review of discipline data	Decreased number of discipline referrals of targeted individuals

Section 3b – Social and Emotional Learning Professional Development: LEAs face increased challenges in addressing the mental health needs of their students and staff. LEAs are required to utilize **A MINIMUM OF TEN PERCENT (10%)** of funding available through this grant application to support professional development activities and technical assistance for educators, school support staff, school leaders and school health professionals to address the social, emotional and mental health needs of students. In this section, LEAs are asked to describe the activities they have designed to address these needs.

7. Calculate 10% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Social and Emotional Learning Professional Development. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 10% (.10)	Minimum Allocation for SEL PD
Minimum 10% SEL PD Requirement	125,747	10%	12,575

8. Describe the planned professional development activities and how the activity will ensure that teachers/staff are equipped with training/support on the following:
- Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;
 - Identifying signs of possible mental health issues and providing culturally relevant support;
 - Motivating students that have been disengaged;
 - Mentoring students who have attendance issues before it becomes a pattern;
 - Self-care and mindfulness strategies for teachers;
 - Engaging and communicating effectively with parents;
 - Working with community agencies to address non-academic needs.

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	217	Teacher	Center for Responsive Schools	External Contractor	This would be for a one-day refresher training of responsive classroom. Responsive Classroom is an evidence-based, student-centered, social and emotional learning (SEL) approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. The professional development workshops help

Professional Development Activity	Number of Staff Involved	Type of Staff Involved (Teacher, Counselor, Support Staff, Admin, Other)	Provider – Who will present the professional development	Is the provider an internal staff member or an outside contractor?	Brief Description of the Planned Activity
					elementary and middle school educators create safe, joyful, and engaging classrooms and school communities where students develop strong social-emotional and academic skills.
a. Social emotional learning and support for students that have suffered trauma during the COVID-19 pandemic;	217	Teacher	Undetermined at this time	External Contractor	This training would be restorative practices training for teaching staff.

9. How will the LEA assess the success of the SEL professional development? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
SEL surveys focused on student and teacher perceptions of social emotional competence.	Three times per year.	Growth in the areas of Social-Perspective Taking and Emotional Regulation.
Observation and feedback from teachers	Walk Through Data Collection	Fidelity of Implementation to meet students' SEL needs.

Section 3c - Reading Improvement for Students:

LEA allocations in Reading improvement should be used to increase the best practice in the implementation of research-based reading instruction and acceleration. As schools are planning the most effective use for this 8% set aside for reading instruction and acceleration, they should contemplate the use of structured literacy (also known as Science of Literacy) to develop reading instruction and remediation. Please reference the Structured Literacy framework to assist in developing this plan [LINK NEEDED](#)

LEAs are required to utilize **A MINIMUM of EIGHT PERCENT (8%)** of their ARP-ESSER allocation for research-based reading instruction. In this section, describe the course of action to remediate and improve reading gaps through research-based practices.

10. Calculate 8% of LEA Allocation as the **MINIMUM REQUIRED RESERVE** for Reading Improvement for Students. (Calculation will populate when you click the Save button)

- This value will be needed in the corresponding budget section.

	Total LEA Allocation	Multiply by 8% (.08)	Minimum Allocation for Reading Improvement
Minimum 8% Reading Improvement Requirement	125,747	8%	10,060

11. What local assessments were used to determine the need to address learning loss in the area of reading? For which specific groups of students was this need evidenced? What were the findings?

SYCSD uses several assessments to determine students' learning loss in the area of reading in all three levels elementary, middle and high school. Our data shows that our students had learning loss at our elementary and middle school in reading. At the elementary level, PSSA ELA/PVAAS, Acadience, PAST, Kilpatrick PAST, CORE, F&P, and Linkit! assessments are used to determine students' learning needs in reading. The District demonstrated for a three-year span of time the following on PVAAS; Grade 4 showed evidence of meeting the growth standard, Grade 5 showed significant evidence that the District did not meet the growth standards for a three-year average, and Grade 6 showed significant evidence that the District exceeded the growth standard. In 2021 students showed a higher rate of being basic or below basic on the PSSA Exams in ELA. At the Middle School level PSSA ELA/PVAAS, Aimsweb, and iReady are used to determine students' reading levels and needs. PVAAS Data shows that 7&8th grades show significant evidence that the District did not meet the growth standards for a three-year average. Aimsweb data shows that 24% of students in 7th grade are scoring in the 25% or below achievement band in ELA, and 29% of students in 8th grade are scoring in the 25% or below achievement band in ELA. iReady Data shows that 32% of students in 7th

grade are scoring basic or below basic in ELA and that 31% of students in 8th grade are scoring basic or below basic in ELA. At the High School level Keystone Literature/PVAAS, Aimsweb, and CDT's are used to determine student reading needs. PVAAS demonstrates that the Keystone Literature exam shows students in the District are significantly exceeding the growth standard.

12. Does your data indicate that at-risk readers are making at least a year's worth of growth or more in one school year? *Please consider both state PVAAS data and local assessment data

No

Please explain:

Our data indicates that students are not making at least a year's worth of growth. Therefore, we needed to redesign the intervention programs being implemented in our elementary schools. As a result, Teachers were trained on how to use Acadience data to determine which students need more support. They were then trained on how to use the PAST and CORE to identify student-specific reading deficits. The use of purchase of decodable text, as explored in the science of reading, are being purchased as a means to help overcome these areas of deficit.

13. Has the LEA used structured literacy and/or provided training for K-4, ESL, and Special Education teachers in structured literacy?

Yes

If so, please identify the training, grade level, and number of teachers involved.

Training	Grade Level / ESL / Special Education	Number of Teachers Trained
Implementation of Decodable Text	K-6, including learning support and reading specialists	86
LLI Training	K-6, including learning support and reading specialists	86

14. Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention
Use of Decodable Text to support students who need support in phonics and phonemic awareness. This is in addition to the LLI and other intervention programs we already have in place for comprehensio	Children with Disabilities		

15. How will the LEA assess the success of the literacy program? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Acadience	Three times per year Progress monitoring is happening per intervention using programmatic materials.	Increased understanding and utilization of phonics and phonemic awareness skills which helps with fluency and ultimately helps with comprehension.
Kilpatrick PAST	Three times per year Progress monitoring is happening per intervention using programmatic materials.	Increased understanding and utilization of phonics and phonemic awareness skills which helps with fluency and ultimately helps with comprehension.
PAST	Three times per year Progress monitoring is happening per intervention using programmatic materials.	Increased understanding and utilization of phonics and phonemic awareness skills which helps with fluency and ultimately helps with comprehension.
	Three times per year Progress	Increased understanding and utilization of phonics and

Tool Used to Evaluate Success	Frequency of Use	Expected Results
CORE	monitoring is happening per intervention using programmatic materials.	phonemic awareness skills which helps with fluency and ultimately helps with comprehension.
Linkit!	Three times per year Progress monitoring is happening per intervention using programmatic materials.	Increased understanding and utilization of phonics and phonemic awareness skills which helps with fluency and ultimately helps with comprehension.
F&P Benchmark	Three times per year Progress monitoring is happening per intervention using programmatic materials.	Increased understanding and utilization of phonics and phonemic awareness skills which helps with fluency and ultimately helps with comprehension.

Section 3d - Other Learning Loss Activities: LEAs are permitted to utilize the remainder of their allocation to support and/or supplement additional efforts being implemented to combat learning loss caused by the COVID-19 pandemic. Please use this section to describe those efforts.

***This value can be UP TO 52% of the total allocation, if minimum values were used for other reserves.**

- Calculate 52% of the remaining LEA Allocation **AS A MAXIMUM** amount to fund Other Learning Loss Activities. (Calculation will populate when you click the Save button)

	Total LEA Allocation	Multiply by 52% (.52)	Maximum Allocation for Other Learning Loss Activities
52% Other Learning Loss Activities	125,747	52%	65,388

- Describe the evidence-based instructional intervention(s) that address the identified needs of students most disproportionately impacted.

Intervention	Student Group	Number of Students Receiving Intervention	Brief Description of Intervention

18. How will the LEA assess the success of the learning loss activities? Please identify the tool, frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results

Section: Budget - Social and Emotional Learning Budget

Social and Emotional Learning Budget

Budget
 \$125,747.00
Allocation
 \$125,747.00

Budget Over(Under) Allocation
 \$0.00

Enter your calculated value for the 30% Social and Emotional Learning set aside requirement. (Round Up to the whole dollar)

37,725

Budget Summary

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$85,347.00	Check and Connect services for secondary students
		\$85,347.00	

Section: Budget - Social and Emotional Learning Professional Development Budget

Social and Emotional Learning Professional Development Budget

Budget

\$125,747.00

Allocation

\$125,747.00

Budget Over(Under) Allocation

\$0.00

Enter your calculated value for the 10% Social and Emotional Learning Professional Development set aside requirement. (Round Up to the whole dollar)

12,547

Budget Summary

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$19,400.00	One day responsive classroom refresher trainings and restorative practices professional development for staff
		\$19,400.00	

Section: Budget - Reading Improvement Budget

Reading Improvement Budget

Budget
 \$125,747.00
Allocation
 \$125,747.00

Budget Over(Under) Allocation
 \$0.00

Enter your calculated value for the 8% Reading Improvement set aside requirement. (Round Up to the whole dollar)

10,060

Budget Summary

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$21,000.00	Decodable texts for all elementary school buildings
		\$21,000.00	

Section: Budget - Other Learning Loss Expenditures

Learning Loss Budget

Calculate the remaining LEA Allocation amount to fund Other Learning Loss Activities. Please enter **Budget Totals** from the **SEL, SEL PD, and Reading Improvement budget sections** to determine what funds are remaining for Other Learning Loss Activities. Click Save to calculate the value, and then this budget section Total should be equal this amount. (Calculation will populate when you click the Save button)

	Total LEA Allocation	30% SEL Budgeted Value	10% SEL PD Budgeted Value	8% Reading Improvement Budgeted Value	Remaining Allocation for Other Learning Loss Activities
Other Learning Loss Activities Amount	125,747	85,347	19,400	21,000	0

Learning Loss Expenditures

Budget

\$125,747.00

Allocation

\$125,747.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$125,747.00

Allocation

\$125,747.00

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,000.00	\$0.00	\$21,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education	\$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
Programs								
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	\$0.00	\$0.00	\$85,347.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,347.00
2200 Staff Support Services	\$0.00	\$0.00	\$19,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,400.00
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	\$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

	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
	\$0.00	\$0.00	\$104,747.00	\$0.00	\$0.00	\$21,000.00	\$0.00	\$125,747.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$125,747.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the [Return on Investment of Afterschool Programs in Pennsylvania](#) study determined that for every dollar invested in after-school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link to PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three-part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Needs Assessment: In this 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 students' needs since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in after-school programming. Include a brief description of the indicators used in the decision-making process.

Southern York County School District realizes the impact that the COVID pandemic has had on

students, families, and teachers since March 2020. Our students are returning to a school environment where social skills are weak demonstrated through observation, discipline data, and Panorama data. Students have learning loss in areas of both academic and social-emotional areas. As a result, Southern Middle School is looking at creating opportunities for both the academic and social needs of our students through after-school clubs and organizations. Teachers were asked for ways to help students decrease academic learning loss and also bolster their social-emotional skills. Through the use of CASEL components, several clubs were recommended to help students learn healthy living and to meet students' needs for additional intervention/remediation. Data supports that while our students have an academic loss, our discipline, Panorama, and bullying/harassment reports show we need to help students learn social skills. Of the discipline referrals, 71% have been students with an IEP and/or economically disadvantaged. The data also indicated that 93% of the referrals involved male students. Based on this data, we have created clubs to attract students who have different interests to spend time with other students in a less structured setting. Teachers will then use this environment to help students learn self-management and social awareness skills in order to promote a positive school environment. There are several ways that students were identified for inclusion for after-school programming: (1) Teachers identified students based on academic data. Students were identified and targeted for the after-school academic success program based upon growth rate in Aimsweb, iReady, and CDT data. In addition, students who are struggling in classes are recommended by teachers to attend these sessions after school. (2) Independent selection by students. Students were encouraged to join social-emotional clubs after school that meet their interests. Certain students were encouraged to join based upon counselor or teacher recommendation and observation of student's interactions on teams. Helping students to become a part of a group and have a sense of belonging is important to the school environment. (3) SAP and behavior meetings are another areas where student performance academically and socially is discussed. During these meetings discussions are held based upon student needs and club/organization participation is also discussed.

Section: Narratives - After-school Program

After-school Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide after- school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children from Low-Income Families	Academic Growth	116	Strategies that will be used to identify students will include scoring data, identified growth areas, STEM understanding, and speaking. The impact will be measured using Acadience data, iReady data, growth through Computer Science and Technology standards attainment, and a speech rubric.
English Learners	Academic Growth	2	Strategies that will be used to identify students will include scoring data, identified growth areas, STEM understanding, and speaking. The impact will be measured using Acadience data, iReady data, growth through Computer Science and Technology standards attainment, and a speech rubric.
			Strategies that will be

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Children with Disabilities	Academic Growth	88	used to identify students will include scoring data, identified growth areas, STEM understanding, and speaking. The impact will be measured using Acadience data, iReady data, growth through Computer Science and Technology standards attainment, and a speech rubric.
Gender	Academic Growth	264	Strategies that will be used to identify students will include scoring data, identified growth areas, STEM understanding, and speaking. The impact will be measured using Acadience data, iReady data, growth through Computer Science and Technology standards attainment, and a speech rubric.
Children from Low-Income Families	Emotional Wellness	116	Strategies that will be used to identify students include Panorama data, academic data, individual selection by students, and SAP referrals/behavior meetings. Impact for these student groups will be measured using

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			Panorama, improvements in physical wellness, skill development, and understanding of related activities.
Children with Disabilities	Emotional Wellness	88	Strategies that will be used to identify students include Panorama data, academic data, individual selection by students, and SAP referrals/behavior meetings. Impact for these student groups will be measured using Panorama, improvements in physical wellness, skill development, and understanding of related activities.
English Learners	Emotional Wellness	2	Strategies that will be used to identify students include Panorama data, academic data, individual selection by students, and SAP referrals/behavior meetings. Impact for these student groups will be measured using Panorama, improvements in physical wellness, skill development, and understanding of related activities.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Gender	Emotional Wellness	264	Strategies that will be used to identify students include Panorama data, academic data, individual selection by students, and SAP referrals/behavior meetings. Impact for these student groups will be measured using Panorama, improvements in physical wellness, skill development, and understanding of related activities.

3. Describe the evidence-based resources that will be used to support student growth during the after- school program.

Each club will be grounded in best practices for instructional design and CASEL Social Emotional Learning components. Research-based intervention materials will be used for enhancing academic understanding while the five components of CASEL: Self Awareness, Self Management, Social Awareness, Relationships, and Responsible Decision Making will be focused on for growth in Social-Emotional Learning.

4. Describe the staff that will provide the after- school program (i.e., Internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
3	Internal	Teachers instructing students in an Academic Success group.
1	Internal	Advisor leading a group in a cooking class relating to both emotional wellness and

Number of Staff Members	Internal/Outside Provider	Role
		Academic categories.
1	Internal	Advisor leading an Aavidum group relating to emotional wellness.
1	Internal	Advisor or Coach leading Girls on the Run group.
2	Internal	Advisor/Coach leading a healthy body group.
1	Internal	Advisor/Teacher leading a drama group.
1	Internal	STEM Teacher leading a video design / STEM group.
2	Internal	Music Development advisor/teacher leading a music group.
1	Internal	Support staff / instructional aide to support all afterschool programming.



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all after-school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the after-school program? Please identify the tool,

frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Aimswest Math and ELA Benchmark	Three times per year	Increased reading and math skills and competencies
iReady Math and ELA Benchmark	Four Times per year	Increased ability for students to master reading and math standards and eligible content
Panorama Student Survey	Three Times per Year	Increased student emotional regulation and social awareness

6. How will the LEA engage families in the after-school program?

The District will engage families by receiving ongoing feedback from parents about students' growth and development both academically and socially/emotionally.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$25,149.00

Allocation

\$25,149.00

Budget Over(Under) Allocation

\$0.00

Budget Overview

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$12,240.00	Supplemental salaries for instructors of after-school programming.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$909.00	A portion of benefits for instructors of after-school programming.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$3,000.00	Supplies needed to conduct after-school programming.
		\$16,149.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$25,149.00
Allocation
 \$25,149.00

Budget Over(Under) Allocation
 \$0.00

Budget Overview

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$9,000.00	Costs to provide transportation for students in afterschool programming.
		\$9,000.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$12,240.00	\$909.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$16,149.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$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
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	\$9,000.00	\$0.00	\$0.00	\$9,000.00
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
	\$12,240.00	\$909.00	\$0.00	\$0.00	\$9,000.00	\$3,000.00	\$0.00	\$25,149.00
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	\$25,149.00

Section: Narratives - Needs Assessment

Introduction

The findings of a recent study showed that there is a significant benefit to students who participate in out-of-school-time (OST) programs. In fact, the Return on Investment of Summer school Programs in Pennsylvania study determined that for every dollar invested in summer school programming for students there was a return of \$6.69 in potential benefits to students, including reduced rates for drop-outs, teen pregnancy, substance abuse, crime and delinquency ([Link PSAYDN.org](#)).

In accordance with the American Rescue Plan (ARP) Act and Pennsylvania Act 24 of 2021 (Act 24), the Pennsylvania Department of Education (PDE) will award approximately \$50,000,000 or one percent (1%) of Pennsylvania's ARP Elementary and Secondary School Education Relief (ESSER) State Reserve funds to support school districts, charter schools and cyber charter schools (collectively, LEAs) in the development and implementation of comprehensive after-school programs to address learning loss in response to the academic, social, emotional and mental health needs of students and subgroups of students impacted by COVID-19 public health emergency that supplement school programs and activities.

Act 24 requires that, when available, existing personnel shall be utilized by school districts, charter schools and cyber charter schools to staff programs and activities established with these grant funds.

Within 90 days of receipt of these allocations, school districts, charter schools and cyber charter schools must submit a three- part plan to PDE, that outlines the proposed use of the grant money, itemized by program and activity. This plan is part of a consolidated application that includes after-school programming, summer programming, and a comprehensive plan to address learning loss. The plan shall include:

- 1) A description of each program and activity
- 2) A narrative outlining the expected benefit of each program and activity
- 3) A budget for each program and activity detailing personnel and operating costs

PDE has developed the Accelerated Learning Toolkit, a significant cadre of resources and trainings, to support LEAs in the development of their plans. The Accelerated Learning Toolkit can be found [Link to Accelerated Learning Toolkit](#).

Section 1 - Needs Assessment: In this section, LEAs are asked to describe the impact of the pandemic on their students since March 2020.

Indicators of Impact

1. Describe how the LEA identified students for inclusion in a summer school program. Include a brief description of the indicators used in the decision-making process.

The purpose of the SHS Credit Recovery Program is to enable students to close gaps in instruction through credit recovery. Students will participate in a five-week blended instructional program that will include two days of in-person instructional support from certified

SHS teachers along with 24/7 online access to instruction through Edgenuity (an online instructional platform). Additionally, SHS teachers will remain in contact with students via email and/or Google Hangouts to provide additional support outside of the classroom. The process for selecting students for this program will begin at the conclusion of the first semester and will conclude at the end of the second semester. Selection of students will include input from school counselors, administrators, and parents/guardians. Students selected for the program based on the following criteria: 1) Students in grades 11 and 12 attempting to graduate within the Pennsylvania Department of Education's five-year cohort. 2) Students in grades 9 through 12 endanger of not graduating with their four-year graduation cohort. 3) Students mandated to attend summer school by the Courts.

Section: Narratives - Summer School Program Questions

Summer School Program Questions: In this section, LEAs are asked to describe the activities they have designed to provide summer school programming for their students.

2. Identify the target student-group for the summer school program. Will the focus be on academic growth, social and emotional wellness, or some other factor to support student growth? For each group, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Gender	Academic Growth	45	Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic performance
			Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
Gender	Emotional Wellness	45	Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic performance
Children from Low-Income Families	Academic Growth	10	Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			performance
Children from Low-Income Families	Emotional Wellness	10	<p>Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic performance</p>
Children with Disabilities	Academic Growth	24	<p>Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level</p>

Student Group	Area of Focus	Number of Students Served	Provide specific strategies that were used or will be used to identify and measure impacts
			during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic performance
Children with Disabilities	Emotional Wellness	24	Identification: Students in need of 1 to 2 credits to ensure graduation with their five-year graduation cohort Measure of Impact: Daily attendance during in-person instructional days Successful recovery of at least one academic credit at the conclusion of the program Student engagement level during in-person instructional days Implementation of additional social service supports designed to improve attendance and/or academic performance

3. Describe the evidence-based resources that will be used to support student growth during the summer school program.

1) Collective teacher efficacy - teachers utilized for the program will possess a high level of teacher efficacy. 2) Differentiated Instruction (direct instruction, small group instruction, 1:1

instruction, modified assessments, and learning activities) 3) Formative assessment data 4) Positive student-teacher relationships 5) Access to curriculum materials 24/7 (including use of hotspots to assist students with limited internet access) 6) Instructional strategies and use of accommodations for students with learning disabilities

4. Describe the staff that will provide the summer school program (i.e., internal staff or outside resources).

Number of Staff Members	Internal/Outside Provider	Role
2	Internal Provider	Teacher to provide instruction in the area of Mathematics.
2	Internal Provider	Teacher to provide instruction in the area of English.
2	Internal Provider	Teacher to provide instruction in the area of Social Studies.
2	Internal Provider	Teacher to provide instruction in the area of Science.
2	Internal Provider	Teacher to provide instruction in the area of PE/Health.
3	Internal Provider	Administration to provide logistical support (attendance, support services, meal delivery, etc...)



a. The LEA assures it understands it is responsible to offer the work to its internal employees prior to engaging outside entities.



b. The LEA assures it understands it is responsible to ensure that all summer school program staff hold the appropriate certifications for the program that is being delivered.

5. How will the LEA assess the success of the summer school program? Please identify the tool,

frequency of use, and expected results.

Tool Used to Evaluate Success	Frequency of Use	Expected Results
Edgenuity Pre-assessment tool	Once (beginning of each course)	Results of the pre-assessment tool will enable teachers to differentiate learning experience and workload for students to assist in the successful recovery of academic credits.
Daily Attendance	Daily	Students will remain engaged in learning and meet completion targets/goals for the successful completion of course work.
Edgenuity (online learning platform)	Daily	Teachers and administrators will use Edgenuity's data reporting system to monitor student learning, growth, and completion rate to ensure students have the opportunity to successfully recover at least one full credit.
Administration/Teacher/Student meetings	Weekly	Students will meet in person with teachers and/or administrators to discuss progress and assess individual learning plans.

6. How will the LEA engage families in the summer school program?

Prior to the conclusion of the 2021-2022 academic school year, SHS Counselors and/or Administrators will contact families during the identification process to participate in the program. During the five-week credit recovery program, administrators and teachers will maintain contact with families regarding individual academic progress. Students meeting and/or exceeding expectations will also receive 'Good News' cards as extrinsic motivation. Additionally, families will have 24/7 access to the Edgenuity platform to monitor their student's academic progress throughout the duration of the credit recovery program.

Section: Budget - Instruction Expenditures

Instruction Expenditures

Budget

\$25,149.00

Allocation

\$25,149.00

Budget Over(Under) Allocation

\$0.00

Budget Summary

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$12,240.00	Supplemental salaries for teachers to provide summer school programming.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$3,126.00	Benefits relating to the supplemental salaries
		\$15,366.00	

Section: Budget - Support and Non-Instructional Expenditures

Support and Non-Instructional Expenditures

Budget
 \$25,149.00
Allocation
 \$25,149.00

Budget Over(Under) Allocation
 \$0.00

Budget Summary

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$9,783.00	Transportation for students to attend summer school programming.
		\$9,783.00	

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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$12,240.00	\$3,126.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,366.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	
2400 Health Support Services	\$0.00	\$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	\$0.00	
2600 Operation and Maintenance	\$0.00	\$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	\$9,783.00	\$0.00	\$0.00	\$0.00	\$9,783.00	
2800 Central Support Services	\$0.00	\$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	\$0.00	
3100 Food Services	\$0.00	\$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	\$0.00	
3300 Community Services	\$0.00	\$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	\$0.00	
	\$12,240.00	\$3,126.00	\$0.00	\$0.00	\$9,783.00	\$0.00	\$0.00	\$0.00	\$25,149.00	
								Approved Indirect Cost/Operational Rate: 0.0000		\$0.00
								Final		\$25,149.00

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. **FUNDING 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.