

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

This agreement (“Agreement”) is made by and between the Commonwealth of Pennsylvania (“Commonwealth”), through its Pennsylvania Department of Education (“Department”), and Southern York County SD located at 3280 Fissels Church Rd, PO Box 128, Glen Rock, PA 17327, (“Grantee”).

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

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$2,265,043.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department’s Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc 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: 2/24/2022

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 3/23/2022
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 3/28/2022
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-49.0

Comptroller: Matthew Eng - Electronic Signature Date: 4/14/2022

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
American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)	Federal	223-21-0409	84.425U	\$2,265,043.00	\$2,265,043.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0409	84.425U	\$0.00	\$0.00

Grantee agrees to comply with the following terms and conditions:

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

General Federal Requirements:

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

Other Federal Requirements:

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

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

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Southern York County uses a variety of assessments to determine students' academic and social-emotional well-being. Elementary: Acadience, CORE, PAST, Fountas and Pinnel, iReady Benchmark Assessments Math, iReady Benchmark Assessments ELA, Linkit ELA, Math, Science, Panorama Social-Emotional Screener, District Created Writing Benchmarks, PSSA 3-6, Surveys. Middle School: Aimsweb, iReady Benchmark Assessments ELA, iReady Benchmark Assessments Math, Science CDT, Panorama Social-Emotional Screener, Iowa Math Aptitude Test, PSSA, Keystone Algebra, Surveys. High School: CDTs, AP Exams, Keystone Algebra, Biology, English Literature, Surveys, Panorama
Chronic Absenteeism	Attendance Data SAIP
Student Engagement	Walk Through Data Collection Observations
Social-emotional Well-being	Panorama Surveys
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	The use of assessments to identify students in need of support due to learning loss as a result of the pandemic. Student Benchmark Assessments, Diagnostic Assessments, Panorama SEL Assessment, PVAAS, PSSA, Class Data- Academic and SEL Data Attendance: Loss of learning based upon attendance issues. Functional Behavior Plans
	The use of assessments to identify students in need of support due to learning loss as a result

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	of the pandemic. Student Benchmark Assessments, Diagnostic Assessments, Panorama SEL Assessment, PVAAS, PSSA, Class Data- Academic and SEL Data Attendance: Loss of learning based upon attendance issues. Functional Behavior Plans
English learners	The use of assessments to identify students in need of support due to learning loss as a result of the pandemic. Student Benchmark Assessments, Diagnostic Assessments, Panorama SEL Assessment, PVAAS, PSSA, Class Data- Academic and SEL Data Attendance: Loss of learning based upon attendance issues. Functional Behavior Plans

Reflecting on Local Strategies

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

	Strategy Description
Strategy #1	Tier 1: Use of priority/focus standards to plan daily Tier 1 instruction and analyze student understanding on a frequent basis. Professional development and training on effective instructional practices through team and department meetings. Tier 2: Implementation of interventions for students during intervention time periods and professional development for teachers on effective interventions and enrichments. Tier 3: Implementation of interventions for students during intervention and class time periods. Professional development for teachers on effective interventions and the science of reading.

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

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**

- Social-emotional well-being
- Other impact

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Staff have been trained in CASEL (K-12) Responsive Classrooms (K-8) and Second Step (K-8) in order to support students in the classroom to deal with emotional impacts from the pandemic. Bullying prevention is being added to the Second Step program as a means to help students treat one another with respect. Ongoing professional development will be provided to staff in order to help decrease the emotional trauma observed as a result of the pandemic.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

Southern York County School District identified the need for an ESSER committee to help ensure the District was fiscally responsible with resources needed to support student academic and social development during and post-pandemic. The team assembled a committee composed of District Administrators, Teachers, Support Staff, Parents, and Board Members. This committee has met several times throughout the year to examine needs, evaluate plans to address needs, and provide feedback before taking these items/initiatives for board approval. We started this year understanding that all decisions need to be grounded in data and research as we work to address the academic and social learning loss due to the pandemic. Administration researched effective practices to meet student's academic and social-emotional needs and began creating a plan to address these needs. The administrative team brought the information learned to the ESSER Committee for feedback and revisions to the drafted plan throughout the process. This team provided checks and balances to ensure all aspects of the plan were being examined and create the best possible plan for meeting our students' and staffs' needs while also keeping all other stakeholders in mind. This committee was involved with the ESSER III grant, ESSER II application, and ESSER set-asides. Many of the concepts and items included in those earlier grants are included in this grant. While key items were presented and discussed in detail with individuals on the ESSER committee, presentations were also made at our public school board meetings, along with Education and Finance committee meetings. These meetings and presentations are posted on our district website for anyone interested in viewing. Moving forward, upon grant approval and once the spending of these funds commences, the District intends to continue to engage stakeholders for feedback and reconvene our ESSER committee whenever necessary. These funds will assist the District in responding to all of the challenges brought forth by the pandemic and

emerging stronger. We do not believe this process can be done in isolation by just the Administration or the school board, and we will manage the process accordingly. Should our original plan not work the way it is intended, we will discuss revisions with our group and present these changes accordingly. As required, we will make our ESSER application available on our website along with our Health and Safety plan.

5. Use of Stakeholder Input

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

To ensure appropriate stakeholder and public input were taken into account when preparing a plan to use the ESSER funds, the District created an ESSER committee, which included representatives from all buildings, parents, board members, District Administrators, teachers, and support staff. The District's goal with ESSER funding is to come out of the pandemic stronger. To achieve this goal, input from all stakeholders is vital. The District educated these stakeholders that a portion of funds (20% at a minimum) must be used towards students who suffered from learning loss caused by the pandemic. Concepts and ideas on how funds were to be utilized were presented at several levels of meetings, including a superintendent advisory meeting, a diversity committee meeting, public board meetings, and other public committee meetings such as Finance and Budget and Education. In addition, as many of the items being funded by this grant are education-focused, these items were discussed in further detail at various Curriculum Committee meetings. As mentioned in the above section, the District will continue to listen to its stakeholders as needs change throughout this grant period. Many of the concepts and new programs included in this grant program are new to the District, and after their implementation, we might discover they are not achieving the goals as intended. Conversely, if programs are working better than anticipated, we may expand these programs. Should that be the case, the District will meet with the appropriate stakeholders and get feedback on how revisions to this plan should be made. If these revisions occur, we will follow a similar format by presenting substantial updates to the appropriate committees (ex: ESSER/School Board, etc.)

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

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

District Administration worked to create a timeline for the development, submission, and approval of our ESSER II, ESSER III, and ESSER set-aside grant applications. The District ensured that these grant plans aligned with data analysis and the District Comprehensive Plan to improve student achievement and ensure that we had a long-range plan to meet our students' needs. Next, Administration researched the District's needs including safe and secure environments, instructional practices, curriculum design, assessments, and student growth. The following steps took place to develop, approve, and submit the District's ESSER grants. District administration frequently met to discuss the most imperative needs of our staff and

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students throughout the pandemic. In October 2021, multiple committee meetings were held reviewing the ESSER II and Set-aside grant requests and prioritization. A formal presentation was made to the board in November, and upon board approval, ESSER II and ARP set-aside grants were submitted. It was noted at these meetings that additional funding would be needed from ESSER III to fund programs approved in ESSER II and ARP set-asides. Sub-groups continued to discuss the remaining needs to be included in the ESSER III grant application in December and January. Our ESSER committee met in January to review, prioritize and understand the remaining expenditures for the ESSER III grant. A formal presentation was made at an Education Committee meeting in February, and the completed grant application will be provided to the School Board for their review in February. Once the grant is approved and submitted, it will be posted on the District website, along with our ESSER II grant and ARP set-aside grant applications.

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

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

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

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

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

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

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

The response must include:

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

The District developed a multifaceted approach to combat the impact of lost instructional time when creating this funding plan. Items funded through this grant include; Summer school programming, the implementation of a check and connect program for high schools students, the addition of a second social services coordinator to assist District families, the purchase and implementation of several intervention support tools, including a universal screener. Additionally, we will be providing our staff substantial time and professional development to systematically address learning loss for all students. Lastly, we will be funding the purchase of an updated reading program for Grades 3-8 while also providing necessary professional development to those teachers tasked with delivering that new program. This approach includes the continuation of concepts included in our set-aside grants and builds on them by continuing to provide access to these resources to our students. Providing credit recovery and extended school year services to those students who need the highest level of intervention and additional instruction is achieved through our summer school programming. The addition of the universal screener will assist in the discrete identification of those students who need the most social-emotional support and additional interventions. The use of resources relating to Check and Connect, in conjunction with the hiring of a second Social Services coordinator, will help identify and assist those students and their families who suffered the most over the past three school years of the pandemic. The reading program, its professional development, and the district-wide professional development to systematically address learning loss K-12 will not only help all students and staff but specifically those who were most impacted by the loss of in-person learning in 2019-2020 and 2020-2021.

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

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

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

As detailed below, the fund uses are as follows: In March 2020 the District's proposed budget included restoration of three teaching positions and a paraprofessional position that were eliminated in the recession. The District had to eliminate these positions from the final 2020-

2021 budget in order not to raise taxes on the community. Concerning continuity of services, the District is including funding for a staffing plan that ultimately added five positions to further aid students in receiving the best education possible. The added positions include the four positions noted above and a school psychologist. A phase-in plan was developed to reduce dependency on federal funding to be fiscally responsible with taxpayer dollars. To provide equitable access to instruction and increase the opportunity for students to learn, the District has prioritized initiatives that will aid all students. These priorities include: (1) the funding of a Chromebook implementation plan, providing high-quality devices to students at all grade levels so instruction can be delivered in any model, (2) the purchase of webcams and microphones to allow students to join classes remotely and participate in synchronous learning,(3) obtaining licenses to continue to provide access for students opting into a fully remote learning experience through our digital academy,(4) the creation and continuation of an afterschool program for middle school students that began with the set-aside grants, and (5) funding for the purchase of STEM materials is included in this grant request. Funding for this area will ensure students have more hands-on learning and provide more significant opportunities to develop understanding in Tier 1 instruction. For mitigation strategies and facility improvements, the district took the approach of understanding the most critical needs to support those that use our facilities while also supporting our employees tasked with maintaining these buildings. The requests include the continued purchase of masks, PPE, and other sanitation supplies that we've continued to purchase since March 2020. In addition, we are including funding for MERV-13 HVAC filters to provide clean air to those in our buildings. Finally, we include a request for operations and maintenance supplies and equipment to better assist our operations staff in our facilities' efficient and effective upkeep. These items might consist of auto scrubbers, mini scrubbers, and cost-effective cleaning tools that reduce the workload for a custodian while increasing their output. With staffing shortages, any way to help our existing staff while also making them more efficient is extremely important.

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

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

(3,000 characters max)

N/A

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
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Grant Content Report
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	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	2,265,043	20%	453,009

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>Plan to Disaggregate Data:Southern York County School District uses the Linkit platform in order to help us disaggregate our data. This program allows us to look at data sources in real time and from a historical perspective. We also have a Sapphire learning management system to disaggregate data as well. Training has taken place for administration, instructional specialist and teachers on using the data sources to determine instruction, interventions, and curricular needs. Elementary School: Data is collected three times per year through benchmark and diagnostic assessments. Teachers review the data at team meetings and make instructional decisions on tier 1 core instruction and for tier 2 and 3 interventions. Progress monitoring happens on a weekly, bi-weekly or monthly basis depending on student need. This information is used to help with making decisions about interventions and student remediation.Data Sources:AcadienceF&P BenchmarkCorePASTFoundationsiReady (ELA & Math)Linkit (ELA, Math, Science)IOWA (Algebra)PSSA (ELA, Math, Science 4)Panorama (Social Emotional Learning)Middle School: Data is collected three times per year through benchmark and diagnostic assessments. Teachers review the data at team and department meetings and make instructional decisions on tier 1 core instruction and for tier 2 and 3 interventions. Progress monitoring happens on a weekly, bi-weekly or monthly basis depending on student need. This information is used to help with making decisions about interventions and student remediation.Data Sources:Aimsweb (ELA & Math)iReady (ELA & Math)IOWA (Algebra)PSSA (ELA, Math, Science 8)CDT (Science)Keystone (Algebra)Panorama (Social Emotional Learning)High School:Data is collected two times per year through benchmark assessments. Teachers review the data at team and department meetings and make instructional decisions on tier 1 core instruction and for tier 2 and 3 interventions. Progress monitoring happens on a weekly, bi-weekly or monthly basis depending on student need. This information is used to help with making decisions about interventions and student remediation.Data Sources:CDT (ELA, Math, Science)Keystone (Biology, Literature, Algebra)</p>

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	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	
Jobs created and retained (by number of FTEs and position type) (see help text)	SYCSD will monitor staff through PAETEP and Applitracker. PAETEP: Monitors performance Applitracker: Monitors attendance and Professional Development
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Data collection will take place based upon program implementation and grade level. Progress monitoring will continue as well as assessments based upon programmatic implementation.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. 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.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$2,265,043.00

Allocation

\$2,265,043.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$107,219.00	A portion of the salary expense for three professional employees for one year. These positions were also included in the ESSER II grant.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$36,463.00	A portion of the benefit expense for three professional employees for one year. These positions were also included in the ESSER II grant.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,736.00	A portion of the salary expense for one support employee for one year. This position was also included in the ESSER II grant.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$10,201.00	A portion of the benefit expense for one support employee for one year. This position was also included in

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Function	Object	Amount	Description
			the ESSER II grant.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$250,000.00	Curriculum materials relating to a reading program for students in Grades 3-8.
1000 - Instruction	600 - Supplies	\$87,000.00	Supplies and license-related costs for intervention supports and licensing-related expenditures for a universal screener.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$176,000.00	Supply expenditures to be used towards materials and supplies purchased to support new STEM curriculum and related costs for Project Lead the Way.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$45,200.00	Remote learning licenses for students in Grades K-12
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$97,058.00	Supplemental salaries for summer school programming. This relates to summer school programming that began with one of the ESSER set-aside grants.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$19,290.00	Benefits for summer school programming. This relates to summer school programming that began with one of the ESSER set-aside grants.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$24,480.00	Supplemental salaries for afterschool programming. This relates to afterschool programming that began with one of the ESSER set-aside grants.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,896.00	Benefits for afterschool programming. This relates to afterschool programming that began with one of the ESSER set-aside grants.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$13,255.00	Supplies needed to conduct summer school programming.
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$4,475.00	Supplies needed to conduct after school programming.
		\$884,273.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,265,043.00

Allocation

\$2,265,043.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$141,926.00	Salary expenditures for a school psychologist (one year) and a social services coordinator (two years).
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$67,217.00	A portion of benefits related to the school psychologist and social services coordinator.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$112,653.00	Check and Connect program expenditures for secondary students.
2200 - Staff Support Services	100 - Salaries	\$55,488.00	Salaries for professional staff receiving reading professional development.
2200 - Staff Support Services	200 - Benefits	\$11,096.00	Benefits for professional staff receiving reading professional

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Function	Object	Amount	Description
			development.
2200 - Staff Support Services	100 - Salaries	\$209,440.00	Salaries for professional staff to receive professional development relating to learning loss and social-emotional learning.
2200 - Staff Support Services	200 - Benefits	\$52,999.00	Benefits for professional staff to receive professional development relating to learning loss and social-emotional learning.
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	Masks, other PPE, and sanitation-related supply purchases to continue mitigating COVID-19.
2600 - Operation and Maintenance	600 - Supplies	\$31,875.00	Funds for the purchase of MERV-13 filters. These filters have a cost below \$100 and are for use in the District's HVAC equipment.
2600 - Operation and Maintenance	700 - Property	\$100,000.00	Funds towards the purchase of maintenance and cleaning equipment that will assist in partial automation or reduction in the time to clean buildings. To continue to create a clean safe environment for students and staff.

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Cleaning supplies to assist district staff in becoming efficient and effective in cleaning our District buildings.
2800 - Central Support Services	600 - Supplies	\$375,281.00	Funding towards the purchase of several hundred Chromebooks for use of our students in elementary, middle, and high school.
2800 - Central Support Services	600 - Supplies	\$36,000.00	Funds toward the purchase of webcams and microphones allowing students to join classes remotely and participate in synchronous learning.
2700 - Student Transportation	500 - Other Purchased Services	\$128,795.00	Transportation-related expenditures for students attending summer programming.
2700 - Student Transportation	500 - Other Purchased Services	\$18,000.00	Transportation-related expenditures for students attending afterschool programming.
		\$1,380,770.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$87,000.00	\$0.00	\$87,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$107,219.00	\$36,463.00	\$0.00	\$0.00	\$0.00	\$471,200.00	\$0.00	\$614,882.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$8,736.00	\$10,201.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,937.00
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	\$121,538.00	\$24,186.00	\$0.00	\$0.00	\$0.00	\$17,730.00	\$0.00	\$163,454.00
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	\$141,926.00	\$67,217.00	\$112,653.00	\$0.00	\$0.00	\$0.00	\$0.00	\$321,796.00
2200 Staff Support Services	\$264,928.00	\$64,095.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$329,023.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$71,875.00	\$100,000.00	\$171,875.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$146,795.00	\$0.00	\$0.00	\$146,795.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$411,281.00	\$0.00	\$411,281.00
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
	\$644,347.00	\$202,162.00	\$112,653.00	\$0.00	\$146,795.00	\$1,059,086.00	\$100,000.00	\$2,265,043.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,265,043.00

Payment Terms, Responsibilities and Contact Information

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

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

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

5. FUNDING ADJUSTMENTS:

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

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

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