

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 Solanco SD located at 121 S Hess St, Quarryville, PA 17566, (“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 \$13,971,992.00. 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: Brian Bliss - Electronic Signature Date: 2/28/2022
Title: Superintendent
Signature: _____ Date: _____
Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: _____ Date: _____
 Title: _____

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: _____ Date: _____
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-49.0

Comptroller: _____ Date: _____

Vendor Name: Solanco SD
Address: 121 S Hess St, Quarryville, PA 17566
Fed ID #: 236050847
Vendor #: 0000139397

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	223-21-0390	84.425U	\$13,971,992.00	\$13,971,992.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00

ARP ESSER Prior Approval - Construction	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0390	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	Instructional loss will be measured through various means. Namely, performance on local assessments, course grades, CDT's, state assessments, and universal screener measures.
Chronic Absenteeism	Chronic absenteeism can be measure by utilizing SIS data to look at attendance through a longitudinal lens both pre and post pandemic
Student Engagement	Student engagement data can be collected through daily principal wlkthroughs that specifically look at the level of engagement as operationally defined by school district.
Social-emotional Well-being	Social emotional well being data can be taken through several sources including: PAYS data, discipline data, and SAP referral data
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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Academic data including grades, universal screener data, state assessments, and CDT's will be utilized to identify potential academic impacts. Additionally, data surrounding attendance, discipline, and SAP referrals can also be utilized measure more social and emotional impacts.
English learners	Academic data including grades, universal screener data, state assessments, and CDT's will be utilized to identify potential academic impacts. Additionally, data surrounding attendance, discipline, and SAP referrals can also be utilized measure more social and emotional impacts.
Students from low-income families	Academic data including grades, universal screener data, state assessments, and CDT's will be utilized to identify potential academic impacts. Additionally, data surrounding attendance, discipline, and SAP referrals can also be utilized measure more social and emotional impacts.

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	provisioning instruction that is specific to student need to include differentiated instruction within classroom, specific and directed instruction targeting areas of deficit, and leveraging technology to extend learning outside of the confines of the school building/schedule.

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	Engaging in practices (trauma informed) and instruction that specifically addresses and acknowledges the adverse impacts that the pandemic has had on students and their families in order to build up resiliency and promote emotional healing.

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.)

An ESSER committee was created to plan and monitor the use of ESSER funds. The committee is comprised of the school district's superintendents, business managers, principals, special education director, director of behavioral support, director of buildings and grounds, teachers, social worker, paraprofessionals, fiscal aide, board directors, parents, community business owners, Title 1 program interventionist, Title 1 Coordinator, architect and engineer. Planning meetings were held on May 20, 2021; November 19, 2021 and February 18, 2022. An ESSER funding meeting was held on December 3, 2021 for school district administrators and principals to discuss plans for developing learning loss programs, identifying building needs, methods to track program progress and spending opportunities for the grant funds. The grants and their spending implications were discussed at the December 6, 2021 school district budget meeting. Plans for spending ESSER funds was discussed at the December 3, 2021 Supervisory Advisory Council (SAC) meeting with input solicited. The SAC is comprised of community business owners, parents and community members. The ESSER committee and administration will meet in the future to adjust spending plans and monitor learning loss in relation to the success of the implemented programs. Program and strategy adjustments will be implemented as necessary.

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)**

Recommendations provided by school district administrators, directors, teachers, board directors, parents and community members have been included in the ARP ESSER grant application. A mechanical, electrical and plumbing assessment, completed by a local engineer, during spring 2021, provided valuable recommendations as to facility upgrades for safer indoor environments for students and staff. Community members shared their thoughts on spending priorities to improve student learning loss. Several retired elementary teachers provided recommendations to

address learning loss based on their teaching experiences. Additional input will be solicited by the school district during future ESSER committee meetings, SAC meetings, district administrative council meetings, building staff meetings and parent meetings/surveys to guide the success and concerns of learning loss program implementations and other ESSER spending strategies.

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)**

ESSER funding regulations and requirements were shared with school district personnel, ESSER committee members, SAC and Administrative Council members, parents, board directors and other stakeholders at numerous meetings. ESSER information was presented to meeting attendees via PowerPoint presentations and vocal discussions with attendee feedback solicited. The PDE grant applications were posted to the school district's website for community access along with ESSER meeting PowerPoint presentations and detailed grant budgets. The school board approved/ratified the grant applications at its February 28, 2022 meeting. The school district will respond to questions and concerns regarding the usage of ESSER funds and the impact on student learning loss as requested by community members and other stakeholders as funds are spent by the school district.

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.

These funds will be allocated to invest in high yield interventions that address specific learning

loss as identified through local assessments, CDT's, universal screeners, and state assessments. Specific strategies to target learning will include intensive tutoring to be offered before and after school, investment in high engagement, high yield academic materials that target specific areas of deficit to include both electronic and print materials, and review/replacement of current curricular materials in order to ensure maximized student engagement. Specific groups targeted will include: students with disabilities, English learners, and students who are economically disadvantaged. Through the employment of these strategies it is assumed that identified areas of learning loss will close, and students attendance and behavior will improve.

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.

Continuity of Services: iPad, laptops and ancillary technology supplies will be purchased to support student learning. Contracted personnel, including a speech therapist, occupational therapist, social worker and behavioral specialists will be funded to address social, emotional, and mental health needs of students. Therapy dogs will be contracted to provide support to students with emotional and social needs. The purchase of inclusive/adaptive wheelchair swings will enable wheelchair bounds students to socialize and participate in activities along other students. Funding for increased healthcare costs due to staff mental health needs is included. Recruiting/advertising fees and staff retention incentives are included to maintain staff for operational continuity. Bottled water and food service paper supplies will be funded ensuring students are able to receive meals regardless of staff shortages as a result of the virus. Access to Instruction: iPads, laptops and ancillary technology supplies, classroom tables/chairs will be purchased to increase the opportunity for student learning and instructional equity. Homebound, homeless and students quarantined as a result of the virus will be provided with access to instruction as a result of the technology. Mitigation Strategies: Disinfectant, cleaning supplies, cleaning equipment and HVAC filters will be purchased to maintain a safe and clean environment for 'in-school' instruction. Cafeteria furniture and classroom tables and chairs will be purchased that provide social distancing and a safe learning environment for student instruction and activities. Facilities Improvements: HVAC upgrades will be completed at three school buildings to improve air quality/ventilation and drinking water safety for students and staff. Building exterior windows and doors will be replaced at two school buildings to improve air quality/ventilation and prevent

environmental moisture issues.

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)

The Evidence Resource Center (ERC) was utilized in crafting the district plan in order to verify interventions. While not all interventions utilized are listed in the ERC, many of the interventions planned were. For those that were not listed in the ERC, it is believed that the local impact that these strategies will have on our unique teacher and student population will be highly beneficial, and will aid in supporting the numerous strategies that were cited.

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)
20 Percent Reservation	13,971,992	20%	2,794,398

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)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The district uses On Hands School, a data blender, in order to analyze data by district, building, group, and individual levels. The district has procured a robust and well established data praxis in order to identify students or groups of students that are not progressing at the same rate as their peers. Built into the system is a metric that allows teachers to identify "at risk" students due to attendance, discipline, or grades. This tool will be utilized to track student progress throughout the year in conjunction with MTSS and intervention protocols.
Opportunity to learn measures (see help text)	The school district will track the number of teachers who access provided professional development on how to effectively use technology in instruction via survey of faculty skills and abilities regarding technology-supported instruction, and surveys of students on both engagement and access to technology.
Jobs created and retained (by number of FTEs and position type) (see help text)	Jobs created and retained statistics are tracked through the school district's payroll system. 1 FTE - Fiscal Aide created, 1 FTE - Technology technician created, 4 Technology technicians retained, 5.5 Custodians retained
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Solanco's capacity and strategies to collect and analyze data is, as follows: summer/after school programs--participation data as well as exit test via Google survey, College Counselor--usage statistics report generated by counselor, Summer Book Fair--usage report generated for Assistant Superintendent.

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

\$13,971,992.00

Allocation

\$13,971,992.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$21,425.00	Summer School and After School Program Coordinator Payroll [(\$345.56 per diem x 50% x 20 days) + [10 days x \$345.56]]
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$5,356.00	Summer School and After School Program Coordinator Payroll Benefits - 25% of Payroll
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$31,680.00	Summer School Teacher Payroll (20 days x 10 staff x \$36 per hour x 4.4 hours/day)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$19,500.00	Summer School Aide Payroll (\$12.50/hour x 22 day x 3 hr. x 60 days)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$4,875.00	Summer School Aide Benefits - 25% of Payroll

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$7,920.00	Summer School Teacher Benefits - 25% of Payroll
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$15,000.00	Summer School Supplies
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$12,000.00	Summer School Meals and Refreshments
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$10,800.00	Middle School Summer Science Camp Payroll (\$36/hour x 2 staff x 5 hours per day x 30 days)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,700.00	Middle School Summer Science Camp Payroll Benefits - 25% of Payroll
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$3,000.00	Middle School Summer Science Camp Supplies
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$72,000.00	After School Program Payroll (\$36/hour x 2 hour x 10 staff x 100 days)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$10,800.00	After School Program Planning Payroll (\$36 x 10 staff x 2 hours x 15 days)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$20,700.00	After School Program Payroll Benefits @25% of Payroll

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$3,000.00	After School Program Supplies
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$11,200.00	After School Program Adult Supervision until Parent Pick-up (\$14/hour x 100 days x 4 staff x 2 hours)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,800.00	After School Program Adult Supervision until Parent Pick-up (25% of Payroll)
1700 - Higher Education Programs	500 - Other Purchased Services	\$6,000.00	Dual Enrollment Course Fees (\$100 x 20 Courses)
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$9,669.00	Summer Book Mobile Vehicle Lease/Driver (\$53.94/hour x 5 hours x 16 days) + (\$48.59 x 16 days - Vehicle) x (\$2.86/mile x 100 miles x 16 days) - fuel/vehicle maintenance
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$2,000.00	Summer Book Mobile Aide Payroll (\$25/hour x 5 hour x 16 days)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$500.00	Summer Book Mobile Aide Payroll Benefits @ 25% of Payroll
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$20,000.00	Summer Book Mobile Books/Supplies

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$25,000.00	Summer Book Fair Supplies/Books
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$7,680.00	Summer Book Fair Payroll (24 days x 8 hours x 2 staff x \$20/hour)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$1,920.00	Summer Book Fair Payroll Benefits - 25% of payroll
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$1,000.00	Summer Book Fair Containers and Supplies
1000 - Instruction	600 - Supplies	\$57,000.00	150 Student Ipads and Care Plan @ \$380 per unit
1000 - Instruction	600 - Supplies	\$175,000.00	500 Student Laptops @ \$350 per unit
1000 - Instruction	600 - Supplies	\$6,000.00	500 Student Laptop Cases @ \$12 per unit
1000 - Instruction	600 - Supplies	\$10,000.00	Miscellaneous Technology Ancillary Supplies
1000 - Instruction	100 - Salaries	\$203,183.00	Virtual Instruction Teacher Payroll
1000 - Instruction	200 - Benefits	\$95,845.00	Virtual Instruction Teacher Benefits @ 48%
1000 - Instruction	300 - Purchased Professional and Technical Services	\$10,000.00	Increased Cost of Teacher Substitutes

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$200,000.00	3 Years of Achieve 3000 Annual Software Licenses for Middle and High Schools (Reading/Writing applications)
1000 - Instruction	600 - Supplies	\$68,105.00	3 Years EdInsight Annual Software Licenses (Data Management and Analytics)
1000 - Instruction	300 - Purchased Professional and Technical Services	\$30,275.00	3 Years Schoology Enterprise Software Support (Learning Management System)
1000 - Instruction	600 - Supplies	\$20,000.00	2 Year Annual Newsela Software Subscription (Online News Platform for all Grades)
1000 - Instruction	300 - Purchased Professional and Technical Services	\$60,885.00	3 Years Annual IXL Personalized Learning Software Licenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$16,000.00	High School Credit Recovery Course Fees (100 Courses @ \$160)
1000 - Instruction	600 - Supplies	\$9,968.00	Elementary Classroom Chairs for STEM Lab (56 chairs @ \$178/each)
1000 - Instruction	600 - Supplies	\$28,800.00	9 Dry Erase Tackable Portable Wall Screens (20.5 Ft.) @ \$3,200 each
1000 - Instruction	600 - Supplies	\$7,840.00	14 Dry Erase Activity Tables @ \$560 each

Function	Object	Amount	Description
1000 - Instruction	700 - Property	\$22,400.00	4 Portable Stages (16'L x 12'D x 8"H) @ \$5,600 each
1000 - Instruction	600 - Supplies	\$148,800.00	12 Sets of VR Goggles (15 units per set) @ \$826.67 per unit with 2 year software subscription
1000 - Instruction	600 - Supplies	\$11,480.00	8 Stackable Bin Storage Cabinets @ \$1,435 per unit
1000 - Instruction	600 - Supplies	\$11,200.00	16 Mobile Bookcases @ \$700 per unit
1000 - Instruction	700 - Property	\$25,000.00	5 36" ED Tables @ \$5,000 per table
1000 - Instruction	600 - Supplies	\$23,920.00	8 Ozobot Classroom Kits (18 Ozobots per kit) @ \$166.12 per unit
1000 - Instruction	600 - Supplies	\$5,876.00	4 Edison Robot Kits (30 bots per kit) @ \$48.97 per bot
1000 - Instruction	600 - Supplies	\$26,400.00	120 Dash Robots @ \$220 per robot
1000 - Instruction	600 - Supplies	\$1,791.00	9 Portable/Collapsible Green Screen with Floor Mount Kit (95") @ \$199 per unit
1000 - Instruction	600 - Supplies	\$2,400.00	16 iPad Tripods @ \$150 each
1000 - Instruction	600 - Supplies	\$700.00	28 Clip On MICs @ \$25 per unit
			4 Makerbot

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$11,200.00	Replicator/Printers @ \$2,800 per unit
1000 - Instruction	600 - Supplies	\$1,600.00	4 Computers for 3D Printers @ \$400 per unit
1000 - Instruction	600 - Supplies	\$2,012.00	2 Portable Sound Systems @ \$1,006 per unit
1000 - Instruction	600 - Supplies	\$1,420.00	2 Electric Mobile Podiums @ \$710 per unit
1000 - Instruction	600 - Supplies	\$4,400.00	2 Middle School Streaming Equipment Sets @ \$2,200 per unit
1000 - Instruction	600 - Supplies	\$4,950.00	3 Talent Assessment Let's Talk Programs
1000 - Instruction	600 - Supplies	\$3,040.00	8 iPads for Student Reinforcement Activities with Apple Care (\$380 per unit)
1000 - Instruction	600 - Supplies	\$285,000.00	Elementary Reading Series (Books)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$75,000.00	English Language Development Teacher Payroll
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$37,500.00	English Language Development Teacher Benefits - 25% of Payroll
		\$2,033,515.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$13,971,992.00

Allocation

\$13,971,992.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$15,000.00	Bottled Water
3100 - Food Services	600 - Supplies	\$13,000.00	Additional Cost of Food Service Paper Supplies
2500 - Business Support Services	100 - Salaries	\$101,920.00	3 Years - 1 FTE Fiscal Aide Payroll (1040 hours x \$16) + (2080 hours x \$20) + (2080 hours x \$21)
2500 - Business Support Services	200 - Benefits	\$50,960.00	3 Years - 1 FTE Fiscal Aide Payroll Benefits at 50% of Payroll
2800 - Central Support Services	500 - Other Purchased Services	\$7,500.00	Recruiting/Employee Advertising Costs
2000 - SUPPORT SERVICES	200 - Benefits	\$5,000.00	Employee Healthcare Cost Increases
2800 - Central Support Services	600 - Supplies	\$5,000.00	Staff Retention Incentives
2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Cleaning/Disinfecting Supplies

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$30,000.00	3 Robotic Scrubbers/Cleaners @ \$10,000 each
2600 - Operation and Maintenance	600 - Supplies	\$4,460.00	2 Cleaning Companions Cleaning Carts @ \$2,230 each
2600 - Operation and Maintenance	600 - Supplies	\$1,432.00	2 Recovery Cleaning Units @ \$716 each
2600 - Operation and Maintenance	600 - Supplies	\$175.00	2 Recovery Cleaning Unit Cords @ \$87.50 each
2600 - Operation and Maintenance	600 - Supplies	\$4,678.00	4 Backpack Vacuums
2600 - Operation and Maintenance	700 - Property	\$18,000.00	One Riding Scrubber
2600 - Operation and Maintenance	600 - Supplies	\$23,099.00	5 Mop Plus Scrubbers @ \$4,619.70 each
2600 - Operation and Maintenance	600 - Supplies	\$14,000.00	280 HVAC Filters @50 each
2800 - Central Support Services	600 - Supplies	\$20,000.00	57 Support Staff Laptops @ \$350
2800 - Central Support Services	600 - Supplies	\$684.00	57 Support Staff Laptop Cases @ \$12
2800 - Central Support Services	600 - Supplies	\$5,000.00	Miscellaneous Support Staff Technology Ancillary Supplies
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$160,000.00	2 Contracted Facility/Therapy Dogs; Including Training, Veterinary Service, & Food
2100 - SUPPORT	300 - Purchased		0.3 FTE Contracted

Function	Object	Amount	Description
SERVICES – STUDENTS	Professional and Technical Services	\$40,000.00	Speech Therapist, One Year
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$40,000.00	Contracted Occupational Therapist, 10.5 hours/week, 28 weeks - One Year
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$65,000.00	Contracted Social Worker - One Year
2800 - Central Support Services	100 - Salaries	\$250,000.00	4 FTE Technology Staff Payroll
2800 - Central Support Services	200 - Benefits	\$125,000.00	4 FTE Technology Staff Payroll Benefits @ 50% of Payroll
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$65,000.00	1 FTE Contracted Technology Technician
2600 - Operation and Maintenance	100 - Salaries	\$200,000.00	5.5 Custodial Staff Payroll
2600 - Operation and Maintenance	200 - Benefits	\$100,000.00	5.5 Custodial Staff Payroll Benefits @ 50% of Payroll
2600 - Operation and Maintenance	700 - Property	\$71,752.00	75 School Building Window Replacements and 12 Door Replacements
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$2,190,000.00	Clermont Elementary School HVAC and Plumbing Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND	700 - Property	\$3,500,000.00	Swift Middle School HVAC and Plumbing

Function	Object	Amount	Description
IMPROVEMENT SERVICES			Upgrades
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$4,000,000.00	High School Chiller/HVAC Upgrade Equipment
2700 - Student Transportation	500 - Other Purchased Services	\$47,340.00	Summer School Contracted Transportation Service - 60 days
2700 - Student Transportation	500 - Other Purchased Services	\$78,683.00	After School Contracted Transportation Service - 200 days
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$8,400.00	Summer College Counselor Payroll (2 days per week, 24 weeks @ \$175 per diem)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$2,100.00	Summer College Counselor Payroll Benefits @ 25% of Payroll
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$49,050.00	Contracted Instructional Coach (90 days @ \$545/day)
2600 - Operation and Maintenance	700 - Property	\$25,000.00	Smith Middle School Greenhouse Repair/Upgrade
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$159,064.00	2 Contracted Behavioral Specialists
2200 - Staff Support Services	600 - Supplies	\$10,000.00	English Language Development Curriculum

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$2,160.00	ELD Summer Curriculum Writing Payroll (\$36/hour x 30 hours x 2 staff)
2200 - Staff Support Services	200 - Benefits	\$540.00	ELD Summer Curriculum Writing Payroll Benefits @ 25%
2600 - Operation and Maintenance	600 - Supplies	\$1,000.00	Elementary School Nature Trail/Garden Enhancements
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$520.00	Food Exploration Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$4,000.00	2 VR Goggles Training Sessions
2200 - Staff Support Services	100 - Salaries	\$226,800.00	Summer Curriculum Writing Workshop Payroll (21 days/\$36 hour, 6 hours per day, 50 staff)
2200 - Staff Support Services	200 - Benefits	\$56,700.00	Summer Curriculum Writing Workshop Payroll Benefits @ 25% of payroll
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,600.00	Contracted Curriculum Writing Professional Development - Eureka Math (8 staff @ \$200)
2200 - Staff Support Services	100 - Salaries	\$3,456.00	Curriculum Writing Professional Development Payroll (\$36/hour x 12 hours x 8 staff)
			Curriculum Writing

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$864.00	Professional Development Payroll Benefits @ 25% of payroll
2200 - Staff Support Services	600 - Supplies	\$80,000.00	Curriculum Material Math - 7th, 8th, 9th grades
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$1,900.00	5 Ipads for Behavioral Specialists' Data Collection w 4-Year Apple Care @ \$380 per unit
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$2,640.00	3 iPad Pros for Behavioral Specialists @ \$880 per unit
2600 - Operation and Maintenance	700 - Property	\$30,000.00	Swift Middle School Cafeteria Tables and Chairs
2000 - SUPPORT SERVICES	700 - Property	\$10,000.00	Two Inclusive/Adaptive Wheelchair Swings
		\$11,938,477.00	

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	\$203,183.00	\$95,845.00	\$101,160.00	\$0.00	\$0.00	\$1,128,902.00	\$47,400.00	\$1,576,490.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$75,000.00	\$37,500.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$128,500.00
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	\$187,085.00	\$46,771.00	\$0.00	\$0.00	\$9,669.00	\$79,000.00	\$0.00	\$322,525.00
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	\$6,000.00	\$0.00	\$0.00	\$6,000.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$15,000.00
2100 SUPPORT SERVICES – STUDENTS	\$8,400.00	\$2,100.00	\$464,064.00	\$0.00	\$0.00	\$4,540.00	\$0.00	\$479,104.00
2200 Staff Support Services	\$232,416.00	\$58,104.00	\$55,170.00	\$0.00	\$0.00	\$90,000.00	\$0.00	\$435,690.00
2300 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
ADMINISTRATION								
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$101,920.00	\$50,960.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$152,880.00
2600 Operation and Maintenance	\$200,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$73,844.00	\$174,752.00	\$548,596.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$126,023.00	\$0.00	\$0.00	\$126,023.00
2800 Central Support Services	\$250,000.00	\$125,000.00	\$65,000.00	\$0.00	\$7,500.00	\$30,684.00	\$0.00	\$478,184.00
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	\$13,000.00	\$0.00	\$13,000.00
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	\$9,690,000.00	\$9,690,000.00
	\$1,258,004.00	\$521,280.00	\$685,394.00	\$0.00	\$165,192.00	\$1,419,970.00	\$9,922,152.00	\$13,971,992.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$13,971,992.00

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 policies 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.