

**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 Big Beaver Falls Area SD located at 1503 8th Avenue, Beaver Falls, PA 15010, (“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 \$6,866,024.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

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

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

**FOR THE GRANTEE**

Signature: Donna Nugent - Electronic Signature Date: 2/10/2022  
Title: Superintendent  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/17/2022  
 Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/22/2022  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-49.0

Comptroller: Rick Zettlemyer - Electronic Signature Date: 3/14/2022

**Vendor Name: Big Beaver Falls Area SD**  
**Address: 1503 8th Avenue, Beaver Falls, PA 15010**  
**Fed ID #: 251203185**  
**Vendor #: 0000144721**

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	223-21-0036	84.425U	\$6,866,024.00	\$6,866,024.00

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

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

**General Federal Requirements:**

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

**Other Federal Requirements:**

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

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

## Section: Narratives - Assessing Impacts and Needs

### LEA ARP ESSER APPLICATION

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

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

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

### Section I: Assessing Impacts and Needs

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

#### Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-

emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	The District has, and will continue, to analyze data from a multitude of assessment sources. The assessments we regularly review include, but are not limited to, (PSSA, Keystone, STAR, Accelerated Reader, and CDT). This data is reviewed for students throughout the year across multiple assessments, also from year over year for students, and then also for grade levels from one year to the next. While grade levels do not review the same students, it provides insight into the grade as a whole and their progress year over year. We combine this with grade-level data from teachers as well as qualitative data from teachers, students, and parents.
<b>Chronic Absenteeism</b>	A factor that had a major impact with students due to the COVID-19 Pandemic was the increase of chronic absenteeism. During in-person and virtual settings, teachers and administrators monitored daily attendance through the school daily attendance reports. Using these reports, the staff were able to identify those students who had chronic absenteeism and develop strategies and support for the students and their families. We are working closely with our SAP team to coordinate data gathering, and then with the County Truancy TIPS program to determine trends they are seeing across the county and insight they can provide on regional and county wide suggestions for analysis and work toward improving.
<b>Student Engagement</b>	Student engagement is measured differently at each grade level. At the high school level we have spent considerable time with administrative and teacher teams meeting with our various student groups (i.e. Student Voice, Class Officers, Athletes, Club Presidents, etc.) to discuss their engagement, what they are feeling and how they see school. In the middle school a similar technique was taken, but on a more informal basis through mentoring groups. Additionally, they surveyed students to learn more about their likes and dislikes of school, school in 2020-2021, and the options that we have used. And, at the Elementary, we have focused more on qualitative data from teachers and parents on student engagement, we've monitored work progress, and engagement in class meetings, etc.
<b>Social-emotional Well-being</b>	The COVID-19 Pandemic had a significant impact on the Social Emotional Well Being of students. District administrators and counselors utilized various tools to determine the impact on students. These tools include but are not limited to the volume and types of referrals for the various services from the School Based Mental Health Program (SBMHP), Student Assistance Program (SAP), and school counselors. These referrals were compared to the number and types of referrals from prior years. Our district has developed a SEL committee that is developing a K-12 Screener to assist with identifying students that may need social and emotional counseling and resources.
<b>Other Indicators</b>	

**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	<p>Our district has nearly 75% of our students identified as "low-income". This means that most of what we are doing and measuring is for our student body as a whole. We have focused on meeting students where they are and offering more supports. During virtual learning, we welcomed in small groups of students so we could do so safely, but so the individual or small groups could meet and receive direct teacher support. We offered summer programming to all students and we are in the process of beginning after-school programming that can benefit students at all grade levels.</p>
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	<p>We had more students than we would like, not engage in their learning during our virtual time periods. Whether by choice of the student, lack of family structure at home supporting education, or the student being thrust into an adult role and caring for family members, it was a challenge for many students within our district. Similar to our students from low-income situations, we have focused on meeting students where they are and offering more supports. During virtual learning, we welcomed individual virtual tutoring sessions, small groups of students in person so we could do so safely, so that individual or small groups could meet and receive direct teacher support. We offered summer programming to all students and we have been working collaboratively with community organizations to offer after-school programming that can benefit students at all grade levels.</p>
	<p>Like many Districts, we have experienced an increase in homelessness even before Covid. During the Pandemic, we witnessed our homeless numbers increase further. It was our goal and our focus during 2020-2021 to stay in close contact with all families and ensure they were engaged with us and had the resources they needed. Resources could be simply support and</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	information or tangible items like wifi hot spots, clothing, food, etc. While we always work with families on what is best for the student and will in-turn provide transportation, there are times that homelessness takes families far away from us as they try to find stability and then they enroll elsewhere. We worked with families to stay with us in a synchronous, virtual classroom during 2020-2021 so we could continue to help them since we knew them. We believe this greatly benefited our students and families.

**Reflecting on Local Strategies**

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

	Strategy Description
<b>Strategy #1</b>	We provided free summer programming open to all students in K-12. The programming may have looked different at each grade band of students, but it was a free opportunity for all students to focus on academic needs, challenges, and items needed for next steps. Through local assessments, we recognize that our students have experienced a great deal of learning loss through the Pandemic as well as realize that we will have to continue to provide additional instruction and intervention in order to have our students attain grade level achievement.

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**

	<b>Strategy Description</b>
<b>Strategy #2</b>	We provided student social, emotional, and well being sessions during our virtual learning days in 2020-2021, and as we returned to hybrid and then 5 day In-person we have continued our school behavior well being sessions through our positive behavior support programs. These days focused on topics that were important to students and at times, topics they might not want to talk about, i.e. feeling isolated, not being able to be with their friends, how to learn in a virtual or hybrid environment. They involved teachers who led them, guest speakers at times, and resources. This year we hope to incorporate a therapy dog at the elementary to assist our students with SEL.

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
<b>Strategy #3</b>	Our schools K-12 offer a MTSS program at each level that addresses academics primarily but Social, Emotional learning as well. Teachers work with small groups of students on identified and targeted academic skills that will help the student become academically successful and make progress toward their grade level content. The SEL segment addresses the social well being needs of our students and focuses on how this attributes to their academic success as well.

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.)

In order to engage stakeholders in the district, the Big Beaver Falls Area School District has created Parent and Teacher Advisory Committees in each building. During the monthly committee meetings, stakeholders focus on how to improve building level programs, to include academic, social, emotional services. In addition to the committee meetings, the following also come together to discuss and address district strengths/challenges: BBFASD Superintendent, Director of Student Services, Special Education Compliance Director, District Administrators, District department and grade level teachers, BVIU Curriculum Director, and Beaver County Economic Development community members. District and building level administrators meet several times/month to discuss programming. Finally, Administrators meet with students on a regular basis to discuss how to support students and strengthen programs. This type of stakeholder engagement helps to create a student centered environment.

#### 5. Use of Stakeholder Input

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

The data gathered in the previous question was the data directly used in developing our plans and identifying our needs. We believe that our stakeholders, both internal staff and external stakeholders (i.e. parents, families, community members, business owners, outside agencies, etc.) are poised to provide us with valuable information on planning for the future and rebounding from the impact of the pandemic. The input from our community served to identify our key areas of focus in order to move forward. As educators, we've taken those areas and identified how we think we can most effectively and efficiently implement them within the District to positively impact our students, staff and the school community as a whole. As we move forward, we'll have additional stakeholder sessions to learn more and gain additional input from them for implementation or adjustments as we move forward. We believe that the recovery from the

pandemic and our use of the ARP-ESSER funds should be a fluid situation and with that fluidity will come additional times for input and adjustments to our plans as we see how the landscape changes.

#### **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)**

The Big Beaver Falls Area School District found that during the pandemic our community reliance on our website and social media platforms greatly increased. We have taken the data that we gathered during our stakeholder sessions and incorporated it into our strategic plan as well as created information for our entire community on our publicly accessible sites and platforms. These documents have been shared on our website/FaceBook page as well as during our building level parent committees. We shared these presentations with small sample groups prior to publicizing to gather feedback on the format. Additionally, we are providing fliers, one-page handouts, district phone and social media notifications when sharing information and materials on specific topics. We find that our families appreciate the more frequent, more direct communication so it is our hope that taking our larger presentation and then sharing it in other formats will help our community and keep them engaged.

## 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 is taking a multi-pronged approach to our set-aside for learning loss. First, we will

work collaboratively with four community partners (TigerPause, DARE2XL, Trails Inc., and Neighborhood North) to implement a variety of intensive afterschool programs that cater to different student interests. We will use funds to support this program over multiple years. DARE2XL was developed at Penn State University and focuses on character development, academic skills, positive reinforcement, homework help and provides parent training and support. This program was highly successful in the past when measured with attendance rates, student academic attainment in school, parent engagement, and repeat attendees. These programs target all students, but first priority is given to those who meet the various sub-groups, i.e. low socioeconomics, inconsistent attendance, etc. TRAILS Ministries and Neighborhood North will offer two after school programs, one elementary and one secondary. TRAILBlazers is for K-5. TRAILBreakers is for 6-12. Sessions will be held after school, 3-6, with food and transportation provided. Topics will be age and grade level appropriate and include tutoring, financial education, cultural competency, environmental studies, coping and soft skill development and mental health awareness. Trails will offer a summer school continuation program for students K-5. The TigerPause organization will focus on community revitalization and leading students towards health and well-being through the promotion of education, physical exercise, and family values in their After School Program and Summer Camp. Additionally, we are utilizing Edgenuity which has an on-line cadre of course work that is fully aligned with our curriculum and the Common Core. We will measure direct access by students, we will provide coursework at no cost, and our district staff will implement and teach with students as a means for remediation, acceleration, and support. We will utilize some of our 20% set-aside to update our curriculum. Our current resources do not provide the technology integration, of which we are now 1:1 with iPads or Chromebooks, nor the resources we need for differentiation. Our curriculum resources are outdated and this funding will directly target our students and their needs with up to date resources that come with the materials needed for support, remediation, and acceleration, while also speaking to our students through the use of more modern references and names that are identifiable. We will utilize funds to support psychological and mental health services and behavior technician services. We believe that our students' learning loss is a direct relationship to their social and emotional needs. We believe that through the use of these personnel, we will better prepare our students to engage in their learning. As we know, physiological and safety needs must be met before they can reach a point of learning and accepting their learning and growth.

#### **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.

The pandemic taught us a lot as we traveled the landscape from March 2020 through present day and for our community it showed us a lot about our buildings. While we take care of our facilities, we realized that many of their aspects are outdated when it comes to what Covid taught us regarding health, safety, and things like air exchanges, etc. Our middle school building was built in 1931 with minimal renovations, our high school was built in 1975 and our elementary buildings were renovated in 2002. We will need to utilize ESSER-ARP funding, and funding from other sources, to improve our HVAC and air quality, airflow and fresh air intake, replacement of certain plumbing and water coolers, as well as repairs and improvements that will accelerate a safe return to in person learning. We will utilize funds to improve our cafeterias as well. From serving line enhancements to promote student choice but create natural barriers between staff, food, and students, to table enhancements to promote seating in groups and social interaction but allow for personal space to be more clearly defined. We will utilize funds to ensure that our facilities and health departments have the supplies that they need (ie. masks/facial coverings, nursing personnel gowns, gloves, hand sanitizer, cleaning and sanitation supplies). The pandemic has placed an extra burden on these departments and we have had to add personnel in order to keep up with mandated COVID protocols required by the state and CDC. The pandemic has changed how we operate in both of those departments. Our stakeholders recognize that and often said during data collection that they wanted us to support those departments, maintain some of our cleaning strategies, and support the needs of the health departments who have seen supplies being used quickly and have redesigned their locations to be more friendly to their current work. We have also had to increase our support services for students in the areas of Social-Emotional Learning, Trauma-Sensitive behaviors and needs, restorative practices, as well as Mental Health needs. We have placed an emphasis on Academic Recovery and Acceleration for our students including purchasing educational technology to assist with interaction between students and staff, purchasing new textbooks and curriculum, planning additional activities related to summer and after school programs, extended school year programs, reconnecting with truant students, and creating or enhancing college and career readiness programs such as dual enrollment/early college programs. Our district has developed an Equity stakeholder committee that will identify increased opportunities for underserved youth: low-income, children with disabilities, ESL students, minority students, and homeless students. We will continue to work on developing a culturally responsive curriculum and strengthen our family and community partnerships.

#### **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 BBFASD utilized the Evidence Resource Center while developing our plan and prioritizing district needs for the use of ESSERS funding. We utilized the model to assess our district needs including the voice of students, staff, families and administrators; created a plan to include strategies, milestones, and actions based on needs assessment; we will implement the plan as designed by stakeholders committing to holding everyone accountable; we will monitor the plan



progress, celebrate successes, identify challenges, provide monthly progress reports to leadership team, regularly report progress to stakeholders; Adjust actions and milestones based upon data and progress, and finally Set the Direction and Vision for the district.

**10. 20% Reservation Calculation**

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	6,886,024	20%	1,377,205

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

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

**11. Capacity for Data Collection and Reporting**

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	We will continue to monitor all academic data (DIBELS, STAR Assessments, CDT, PSSA, Keystone), both classroom and local data to more formalized data and assessment data. With the local assessments being given three times a year, teachers will have the opportunity to evaluate student strengths and areas of need in mathematics at the beginning of the school year. At grade level and department meetings, teachers and administrators will analyze the assessment data to make data informed decisions. Not only will these stakeholders analyze the grade level cohort assessment data but they will also examine the disaggregated data. This data is disaggregated and is analyzed at the district, building, and classroom level to determine student progress and gaps that exist.
<b>Opportunity to learn measures (see help text)</b>	In order to address this requirement, the BBFASD will continue to administer the local assessments, maintain MTSS intervention program, and sustain our SAP and PBIS program at all levels. All of these provide an opportunity to address learning measures. In addition, as a result of the COVID-19 Pandemic all BBFASD teachers and students were given a district assigned ChromeBook. Both teachers and students were provided instruction on how to access and use the district Google Platform. The BBFASD technology department also set up a Help Desk to assist teachers, students, and families with technology issues. At times, the tech staff even made home visits. In the event the BBFASD hires new teachers/enrolls new students, they will be afforded the same opportunity to ensure the access and knowledge of the district’s technology.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	BBFASD utilized this funding source to add a Special Education teacher and Special Education paraeducator to support the additional needs of our special education students as a result of lost learning time during the Pandemic. These individuals will provide instruction during the school year, afterschool and during the summer through compensatory education services as well as our Extended school year program. As a result of an increased need for nursing services during a Pandemic (Identifying COVID symptoms, COVID exposures, tracking of all students and staff, consultation with the PA Department of Health, Hosting vaccination clinics for students, staff, parents & community, documentation of all COVID related tracking and testing, etc.) In order to provide all mandated nursing services to our 1,700 students and two

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	private schools plus all the extra Pandemic COVID nursing services and workload, additional nursing personnel is a necessity. Data collection will be completed through our Special Education Plan and Annual PDE Nursing report.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	We maintain student data on all programs that we operate. Through our student data, i.e. attendance, sign-in sheets, attendance and participation data,, we are able to review student engagement in programs, family engagement, and in turn also disaggregate to determine which student populations were most/least engaged, involved, and participatory in our programming. We can then make adjustments as we learn about the impact our programs are making.

## Section: Narratives - ARP ESSER Assurances

### ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department

in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to

calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may

include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

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

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



**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$6,866,024.00

**Allocation**

\$6,866,024.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$130,000.00	Learning Loss: District summer learning programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$20,000.00	Learning Loss: District summer learning programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,000.00	Learning Loss: District after school programs and extended learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$10,000.00	Learning Loss: District after school programs and extended learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$180,000.00	Learning Loss: Transportation fro summer school/after school programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$150,000.00	Evidence Based Interventions: Digital program(Edgenuity) for on line/extended school year learning

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$50,000.00	Evidence-based interventions: educational textbooks, materials and supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$520,000.00	Evidence-based Interventions: New elementary math, reading and math intervention programs, Social Studies and Science text books
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$220,000.00	Learning Loss: Additional evidence-based educational resources that will help with learning loss/student achievement
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	Advanced/College enrichment classes for students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$50,000.00	Spec Ed supplies/resources/educational materials
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$175,000.00	New Elem Spec Ed Teacher/Para
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$100,000.00	New Elem Sped Ed/Para benefits

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,500,000.00	Salaries to maintain smaller class sizes and special programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$700,000.00	Benefits to maintain smaller class sizes and special programs
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$450,000.00	Salaries to maintain high quality spec ed teachers/paras
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$150,000.00	Benefits to maintain high quality spec ed teachers/paras
		<b>\$4,470,000.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$6,866,024.00

**Allocation**

\$6,866,024.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$572,000.00	Salaries for existing nurses
2400 - Health Support Services	200 - Benefits	\$389,000.00	Benefits for existing nurses
2400 - Health Support Services	100 - Salaries	\$157,000.00	Hiring of additional school nurse
2400 - Health Support Services	200 - Benefits	\$90,000.00	New nurse benefits
2400 - Health Support Services	100 - Salaries	\$50,000.00	overtime for nurses/contact tracing/clinics
2400 - Health Support Services	200 - Benefits	\$10,000.00	benefits for overtime
2200 - Staff Support Services	100 - Salaries	\$15,000.00	Training for new educational programs/resources
2200 - Staff Support Services	200 - Benefits	\$5,000.00	Benefits for trainings
			Salaries for Trauma

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$3,500.00	and other professional development not directly related to education
2200 - Staff Support Services	200 - Benefits	\$500.00	Benefits for non educational training
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$170,000.00	Beaver County Rehab educational support for high needs students
2400 - Health Support Services	600 - Supplies	\$25,000.00	Mental Health educational materials and resources
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$60,000.00	Additional mental health support for students
3300 - Community Services	300 - Purchased Professional and Technical Services	\$350,894.00	Learning Loss: Evidence-based interventions with Community summer/after school programs. Trails/Dare2Excel/Neighborhood North/TigerPause.
2800 - Central Support Services	600 - Supplies	\$200,000.00	Computer supplies/software
2600 - Operation and Maintenance	600 - Supplies	\$200,000.00	Maint supplies for cleaning
2600 - Operation and Maintenance	100 - Salaries	\$70,000.00	Hiring additional custodial staff for cleaning purposes(split shift) and overtime
2600 - Operation and Maintenance	200 - Benefits	\$28,130.00	Hiring additional custodial staff for cleaning purposes(split shift) and

Function	Object	Amount	Description
			overtime(benefits)
		<b>\$2,396,024.00</b>	

**Section: Budget - Budget Summary**  
**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,680,000.00	\$730,000.00	\$0.00	\$0.00	\$180,000.00	\$955,000.00	\$0.00	\$3,545,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$625,000.00	\$250,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$925,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$18,500.00	\$5,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,000.00
2300 SUPPORT								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$779,000.00	\$489,000.00	\$230,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$1,523,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$70,000.00	\$28,130.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$298,130.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$200,000.00
<b>3000 OPERATION OF NON- INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$350,894.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350,894.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$3,172,500.00</b>	<b>\$1,502,630.00</b>	<b>\$580,894.00</b>	<b>\$0.00</b>	<b>\$180,000.00</b>	<b>\$1,430,000.00</b>	<b>\$0.00</b>	<b>\$6,866,024.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$6,866,024.00</b>





## **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.