

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 Mifflin County SD located at 201 Eighth St - Highland Park, Lewistown, PA 17044, (“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 \$17,058,201.00. 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: Vance Varner - Electronic Signature Date: 2/11/2022
Title: Superintendent
Signature: _____ Date: _____
Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 2/16/2022
 Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 2/17/2022
 Department of Education
 Office of General Counsel: _____ Date: _____
 Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-49.0

Comptroller: Donna Kohr - Electronic Signature Date: 3/10/2022

Vendor Name: Mifflin County SD
Address: 201 Eighth St - Highland Park, Lewistown, PA 17044
Fed ID #: 251157800
Vendor #: 0000691825

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	223-21-0251	84.425U	\$17,058,201.00	\$17,058,201.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0251	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0251	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0251	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0251	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	The MCSD has researched and purchased for implementation, Panorama, Early Warning System, for the 21-22 school year. Panorama will help the district identify at-risk students at the first sign they are struggling, understand each student’s needs using multiple indicators and take action with necessary supports and interventions. Panorama will identify students who have failing coursework, or those whose grades are trending down. Panorama will help the MCSD understand how each student’s grades have changed over time and how the student’s academic struggles may connect to attendance, behavioral, or social-emotional issues. Panorama, Early Warning System will help the MCSD take action by placing students in appropriate intervention programs for math and reading, and by continuing to track their daily progress. In addition, address other factors that may be contributing to the problem.
Chronic Absenteeism	The MCSD has researched and purchased for implementation, Panorama, Early Warning System, for the 21-22 school year. Panorama will help the district identify at-risk students at the first sign they are struggling, understand each student’s needs using multiple indicators and take action with necessary supports and interventions. Panorama will identify and create a watch list of students who have missed more than 10% of the school days and those who are at risk of dropping below 90% attendance—a common threshold for chronic absence. Panorama will help the MCSD understand each student’s number of absences, course absences and tardies, and if there are trends or extreme “streaks” of absences for specific students. Then, identify potential root causes of the issue. Panorama, Early Warning System, will help the MCSD take action with interventions designed to get students back in school—from individual attendance plans and community outreach, to “nudge” letters home.
Student Engagement	The Mifflin County School District has placed an administrative emphasis on the K-12 differentiation of instruction for all students to help increase student engagement and academic growth. We will use PA-EETP to effectively evaluation of all employees to support high quality instruction for all students. PA-EETP is designed to facilitate the PA Department of Education’s teacher evaluation process.
Social-emotional Well-	Trauma Informed Practices A K-12 Multi-Tiered System of Support for the mental and behavioral wellness of all students will be developed in the MCSD. This system will be comprised of 3 tiers, and will provide the framework of prevention, response, and recovery services for students and families who have experienced trauma in the past or who may experience trauma in the future as a result of the COVID 19 pandemic. At Tier 1 the following activities may occur: • Universal screening for behavioral and emotional barriers to learning • Classroom lessons on resiliency building skills • Consultation with teachers to promote social emotional learning into classroom/curriculum • Development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate. • Data collection and evaluation of the effectiveness of school-wide social and emotional programs. • Consultation of effective discipline policies and practices • Staff development related to mental health problems At Tier 2 the

	Methods Used to Understand Each Type of Impact
being	following activities may occur: • Suicide risk/threat assessment • Protocols for responding to bullying • Evidence-based mental and behavioral health programs (for example, Check In Check Out) • Skills group counseling (for example, social skills training, anger management, stress reduction) • Assessment and interpretation of behavioral data to monitor response to intervention • Solution-focused groups • Mentoring of students • Facilitation of collaboration among family, school, and community to address mental and behavioral health problems At Tier 3 the following activities may occur: • Direct therapeutic services to all students in need, including individual and group counseling • Cognitive-behavioral therapy • Psychological assessment of social, emotional, and behavioral problems. • Suicide intervention and postvention • Crisis intervention/crisis response • Facilitation of collaboration among school providers with community agencies and other outside mental and behavioral health providers
Other Indicators	N/A

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	Comprehensive K-12 after-school and summer school tutoring program 1 to 1 technology initiative Multi-Tier System of Support (MTSS) model Early Warning System
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Comprehensive K-12 after-school and summer school tutoring program 1 to 1 technology initiative Multi-Tier System of Support (MTSS) model Early Warning System
English learners	Comprehensive K-12 after-school and summer school tutoring program 1 to 1 technology initiative Multi-Tier System of Support (MTSS) model Early Warning System

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	Planning and implementation of supplemental afterschool and summer learning programs for students in grades K-12 to address the student learning gaps resulting from the disruption of educational services due to the COVID-19 pandemic. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 after-school and summer school tutoring program.

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	The district will implement a 1 to 1 technology initiative beginning the 2021-2022 academic year. Our 1 to 1 initiative will provide every K-12 student their own device for personalized educational use to help support differentiated instruction as the achievement gap has been significantly increased by the COVID-19 pandemic. K/1 students will each receive an iPad and grade 2-12 students will receive a laptop to support any future remote learning that may be necessary due to health and safety concerns of the COVID 19 pandemic.

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	<p>A K-12 Multi-Tiered System of Support to address the academiic impact of lost instructional time will be developed in the MCSD. The Multi-Tier System of Support (MTSS) model will include the following: Emphasizes universal screening of all students K-3 in the area of reading literacy. Makes effective use of all existing resources including all staff expertise and services Proactively assesses student strengths and weaknesses based on academic performance in the general education setting Delivers early interventions in the general education environment that are based on observable, reliable, and measurable information Frequently and directly monitors and charts student response to interventions De-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a proactive manner A K-12 Multi-Tiered System of Support for the mental and behavioral wellness of all students will be developed in the MCSD. This system will be comprised of 3 tiers, and will provide the framework of prevention, response, and recovery services for students and families who have experienced trauma in the past or who may experience trauma in the future as a result of the COVID 19 pandemic At Tier 1 the following activities may occur: • Universal screening for behavioral and emotional barriers to learning • Classroom lessons on resiliency building skills • Consultation with teachers to promote social emotional learning into classroom/curriculum • Development and implementation of school-wide positive behavior interventions and supports with a focus on creating a positive school climate. • Data collection and evaluation of the effectiveness of school-wide social and emotional programs. • Consultation of effective discipline policies and practices • Staff development related to mental health problems At Tier 2 the following activities may occur: • Suicide risk/threat assessment • Protocols for responding to bullying • Evidence-based mental and behavioral health programs (for example, Check In Check Out) • Skills group counseling (for example, social skills training, anger management, stress reduction) • Assessment and interpretation of behavioral data to monitor response to intervention • Solution-focused groups • Mentoring of students • Facilitation of collaboration among family, school, and community to address mental and behavioral health problems At Tier 3 the following activities may occur: • Direct therapeutic services to all students in need, including individual and group counseling • Cognitive-behavioral therapy • Psychological assessment of social, emotional, and behavioral problems. • Suicide intervention and postvention • Crisis intervention/crisis response • Facilitation of collaboration among school providers with community agencies and other outside mental and behavioral health providers</p>

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.)

The Mifflin County School District Local Advisory Committee meets quarterly to actively engage all stakeholders in the planning, development, implementation and assessment of all federal program activities. The quarterly meetings provide the LEA and opportunity to continue consultation with stakeholders to improve the grant activities and align them with related activities conducted in the community. Ongoing quarterly LEA Local Advisory Committee meeting agendas and meeting minutes are used by the LEA as a current and relevant needs assessment to help guide the use of all federal funds. Agency, community, parental and board representation all provide valuable feedback that help the district align federal funding with the most important educational needs as a result of COVID-19. Throughout the pandemic the LAC meeting continued to be held virtually via Zoom.

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 Mifflin County School District Local Advisory Committee meets quarterly to actively engage all stakeholders in the planning, development, implementation and assessment of all federal program activities. The quarterly meetings provide the LEA and opportunity to continue consultation with stakeholders to improve grant activities and align them with related activities conducted in the community. Ongoing quarterly LEA Local Advisory Committee meeting agendas and meeting minutes are used by the LEA as a current and relevant needs assessment to help guide the development of the LEA Plan for the Use of ARP ESSER funds. Agency, community, parental and board representation all provide valuable feedback that help the district align federal funding with the most important educational needs as a result of COVID-19. The MCSD central administration team meets weekly and K-12 principal team monthly to review stakeholder feedback and strategically plan out the development of the LEA Plan for the Use of ARP ESSER funds. The

district's federal program coordinator reviews quarterly LAC meeting feedback at these administrative meetings. The Superintendent, Chief of Academics, Chief of Operations and Director of Student Services are all active participants of the LAC committee meetings and have all reflected upon and analyzed stakeholder and public input to develop a list of non-negotiables to drive the development of the LEA Plan for the Use of ARP ESSER Funds and align these priorities with our Future Ready Comprehensive Plan.

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 Mifflin County School District Local Advisory Committee meets quarterly to actively engage all stakeholders in the planning, development, implementation and assessment of all federal program activities. The quarterly meetings provide the LEA and opportunity to continue consultation with stakeholders to improve grant activities and align them with related activities conducted in the community. Ongoing quarterly LEA Local Advisory Committee meeting agendas and meeting minutes are used by the LEA as a current and relevant needs assessment to help guide the development of the LEA Plan for the Use of ARP ESSER funds. Agency, community, parental and board representation all provide valuable feedback that help the district align federal funding with the most important educational needs as a result of COVID-19. The MCSD central administration team meets weekly and K-12 principal team monthly to review stakeholder feedback and strategically plan out the development of the LEA Plan for the Use of ARP ESSER funds. The district's federal program coordinator reviews quarterly LAC meeting feedback at these administrative meetings. The Superintendent, Chief of Academic, Chief of Operations and Director of Student Services are all active participants of the LAC committee meetings and have all reflected upon and analyzed stakeholder and public input to develop a list of non-negotiables to drive the development of the LEA Plan for the Use of ARP ESSER Funds and align these priorities with our Future Ready Comprehensive Plan. The MCSD will post quarterly Local Advisory Committee meeting agendas and detailed minutes on the district website. The MCSD will also develop and make publicly available on its district website a list of proposed expenditures for ARP ESSER funds. The list of proposed uses of ARP ESSER funds will 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. Requests can be submitted to the MCSD Federal Programs Coordinator or Director of Student Services.

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.

Funds will be used for salary/benefits for planning and implementation of afterschool and summer learning programs for students in grades K-12. Students who missed the most in-person learning

and did not consistently participate in remote learning will be prioritized for our summer and afterschool programs. Panorama EWS and student assessment data and teacher recommendations be used to determine student eligibility. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 tutoring program. Panorama has been purchased as a data analysis EWS for the LEA to analyze the COVID 19 impact on student academic performance. Attendance, academic and social emotional learning data will be analyzed and students will be offered tutoring services to help with the learning loss associated with the extended school closure and/or lack of participation in remote learning. Vulnerable student populations such as spec. ed., ED and EL's that have data indicating academic or SEL needs will receive priority for tutoring services. The MCSD offers a comprehensive MTSS to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Dir. of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic. PD will be planned and implemented to target needs identified by our MTSS teams to support resources and strategies that will address the impact of lost instructional time. ARP ESSER funds will also be used to help support the purchase of evidence-based resources to meet the comprehensive needs of students through MTSS. Elementary and secondary educational resources, calculators, Seesaw, elementary book room upgrade, math grades 6-8 will all be targeted with funds. ARP ESSER funds will allow the district's staff to rewrite curriculum as we will strategically have to differentiate our instruction to meet student's academic and social emotional needs as the achievement gap has significantly increased due to the disruption in educational services. Funds will be used for creation and maintenance of an Elementary Technology Facilitator to assist with the implementation of 1:1 technology initiative, facilitating elementary typing/keyboarding, and assist teachers with implementing differentiated instructional strategies.

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.

A significant portion of our ARP ESSER funds will be used to provide a Continuity of Services to K-12 students across the district. ARP ESSER funds will allow us to sustain the services of the following positions to address the 4800 students' academic, social-emotional and mental health needs in the MCSD: Special Education-ALPHA, Special Education-EDES, Grade 1-IVES, Grade 3-SMES, Reading-MCMS, School Counselor-MCHS, English-MCHS, English-ALPHA, Counselor-EDES, Career Pathways Facilitator-MCHS, Guidance Secretary-ALPHA, Dedicated EL Teacher-MCHS/MCJHS, Elementary Technology Facilitator, Part-time Paraprofessional-ALPHA, LMS-APLHA, Math-ALPHA, Full-time Paraprofessional-LES, Full-time Paraprofessional-LES, Full-time Paraprofessional-MCJHS, Science-ALPHA, Math-ALPHA, Math-MCJHS, Tech Ed-MCHS, Math-MCHS, Grade 4-LIS, Grade 1-LES, Tech Ed-MCHS, Grade 1-EDES, Grade 5-LIS, English-ALPHA, Math-MCMS, Chemistry-MCHS, MCO Teacher-IVES, MCO Teacher-LIS, MCO Teacher-LIS, Administrator-ALPHA, Social Studies-ALPHA, Licensed Social Worker. Maintaining the continuity of services of the above positions during the pandemic is critical to our efforts to reduce the amount of potential learning loss caused by COVID 19. The MCSD will use ARP ESSER funds to improve access to instruction to support the goal of increasing the opportunity to learn by supporting the following activities: Zoom license to support remote learning and virtual meeting opportunities, translation services for remote learning opportunities, online athletic ticketing registrations to support contactless purchasing to prevent the spread of infectious disease, SMART Notebook Advanced Software, LAN School System School Software, MIFI's to provide internet hotspot connectivity for remote learning opportunities, teacher and student laptops and desktops to support 1:1 technology initiative for differentiation of instruction. We will also purchase SMARTBoard displays, soundbars, mounts, carts, webcams, and HDMI cables to support K-12 purchase and installation of SMARTBoards to support 1:1 technology initiative for differentiation of instruction to close the achievement gap created as a direct result of the loss of learning from the COVID 19 pandemic. The MCSD will also use ARP ESSER funds to support prevention and mitigation policies across the district by funding the following positions with ARP ESSER funds: Custodian, Maintenance, Health Room Assistant, Health Room Assistant, 2nd shift Custodial/Maintenance Supervisor, Custodian, Custodian, Maintenance, Maintenance. We will also purchase cleaning and sanitizing supplies to support student/staff return to school and in-person instruction. Funds will be used for salary and benefits for additional days needed for nurses for planning and coordinating efforts (contract tracing) to ensure educational activities can continue to be provided either in person, online or hybrid model, salary and benefits for additional substitute custodians to support cleaning and sanitation of buildings to minimize the spread of infectious disease. We plan to purchase 4 vision spot screeners for district nurses to limit exposure to students/staff with outside entities performing the vision screenings on an annual basis. The MCSD will also use ARP ESSER funds for facilities improvements to reduce the risk of virus transmissions, address environmental hazards and improve ventilation. Specifically, the following project will be supported with ARP ESSER funds: Administration building HVAC/window project, Lewistown Elementary School Roofing Project. Administration building HVAC/window project: Replace HVAC equipment and controls throughout the building to gain better control of airflow to ensure adequate outside air is being introduced into all areas of the building while maintaining comfort levels and humidity to inhibit bacteria and mold growth. The current system does not introduce outside air into all areas as required. System balancing will also be done to verify airflow into each room. proper airflow and fresh air will help mitigate COVID spread. Window replacement/window treatments will be replaced as part of this project. This will enable the windows to be opened as needed for additional fresh air. The old windows condensate and are subject to moisture and mold growth. This will help mitigate COVID spread and improve air quality. The flat part of the roof will be replaced as well. Once the old HVAC equipment is removed and new installed, there will be a need for a lot of patching. There is identified moisture and mold in the

curbs, insulation and duct penetration's that will require replacements to be sure high air quality will be supplied. The roof currently holds moisture and is laden with mold, algae and sometimes mosquitoes. In order for there to be high-quality air available to be drawn into the building, these issues need to be remedied by replacement. Lewistown Elementary School Roofing Project Remediate substrate/insulation in the roof of Lewistown Elementary School. There are wet areas in the insulation and substrate on the roof that were identified through infrared and other scanning completed by a specialist. The scan was done because there has been an issue with mold in ceiling tiles and ducts in the school. The wet/moldy insulation in the affected areas will be removed and replaced. There has been ongoing issues with moisture getting into the HVAC ductwork and curbing around HVAC equipment leading to mold growth and poor air quality. Once the substrate remediation is complete, the entire roof will be coated with a urethane product to prevent moisture from entering the HVAC ductwork, curbs and the roof substrate leading to further mold problems. There are also areas of the roof that don't drain properly and allows for standing water and algae/mold growth near fresh air intakes for the building. High air quality will help with mitigation of COVID spread.

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)

"Not Applicable."

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	17,058,201	20%	3,411,640

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>ARP funds will be used for salary/benefits for planning and implementation of supplemental afterschool and summer learning programs for students in grades K-12 to address the student learning gaps resulting from the disruption of educational services due to the COVID-19 pandemic. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 after-school and summer school tutoring program. Panorama has been purchased as a data analysis Early Warning System for the LEA to analyze the COVID 19 impact on student academic performance. Attendance, academic and social emotional learning data will be analyzed and students will be offered afterschool and summer school tutoring services to help with the learning loss associated with the extended school closure and/or lack of participation in remote learning. Vulnerable student populations such as special education, economically disadvantaged and EL's that have data indicating academic or social emotional learning needs will receive priority for afterschool and summer school tutoring services. The Mifflin County School District offers a comprehensive Muti-Tier System of Support (MTSS) to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Director of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic. ARP ESSER funds will also be used to help support the purchase of evidence-based resources to meet the comprehensive needs of students through a Muti-Tier System of Support. ARP ESSER funds will allow the district's staff to rewrite curriculum as we will strategically have to differentiate our instruction to meet student's academic and social emotional needs as the achievement gap has significantly increased due to the disruption in educational services.</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	<p>ARP funds will be used for salary/benefits for planning and implementation of supplemental afterschool and summer learning programs for students in grades K-12 to address the student learning gaps resulting from the disruption of educational services due to the COVID-19 pandemic. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 after-school and summer school tutoring program. Panorama has been purchased as a data analysis Early Warning System for the LEA to analyze the COVID 19 impact on student academic performance. Attendance, academic and social emotional learning data will be analyzed and students will be offered afterschool and summer school tutoring services to help with the learning loss associated with the extended school closure and/or lack of participation in remote learning. Vulnerable student populations such as special education, economically disadvantaged and EL's that have data indicating academic or social emotional learning needs will receive priority for afterschool and summer school tutoring services. The Mifflin County School District offers a comprehensive Muti-Tier System of Support (MTSS) to assist and monitor students' progress and student learning gaps stemming from COVID-19. Teachers, principals, parents, families, Chief of Operations, Chief of Academics, Director of Student Services and the Federal Programs Coordinator work as a team to review the needs of students at each respective school to support the mission of ensuring that all students meet or make growth towards grade level standards. Classroom, Title 1, special education teachers, counselors and building principal meet as a grade level team throughout the year to discuss grade level and individual student data. These group data meetings are used to identify and support students struggling due to missed instruction as a result of school closures and/or a lack of participation in remote learning opportunities provided throughout the pandemic. ARP ESSER funds will also be used to help support the purchase of evidence-based resources to meet the comprehensive needs of students through a Muti-Tier System of Support. ARP ESSER funds will allow the district's staff to rewrite curriculum as we will strategically have to differentiate our instruction to meet student's academic and social emotional needs as the achievement gap has significantly increased due to the disruption in educational services.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>The MCSD will maintain a Master Roster (updated monthly after each board meeting) and Federal Program Staffing (updated when a person funded with federal grant funds is either hired or resigns) list throughout the grant funding period to collect and analyze the number of jobs created and retained by American Rescue Plan funds.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>ARP funds will be used for salary/benefits for planning and implementation of supplemental afterschool and summer learning programs for students in grades K-12 to address the student learning gaps resulting from the disruption of educational services due to the COVID-19 pandemic. A district committee was formed and made recommendations for a 2+ year comprehensive K-12 after-school and summer school tutoring program.</p>

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

\$17,058,201.00

Allocation

\$17,058,201.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$217,630.00	Salary for 4 positions that are able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. (Grade 1, Grade 3, Middle School Reading, High School English) (23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$121,554.00	Benefits for 4 positions that are able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. (Grade 1, Grade 3, Middle School Reading, High School English) (23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$51,270.00	Salary for a special education teacher that is able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. (23-24 school year)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,977.00	Benefits for a special education teacher that is able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. (23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$51,270.00	Salary for an additional ALPHA English teacher due to anticipated increase in personalized individual learning online program enrollment due to COVID 19 pandemic. (23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$13,977.00	Benefits for an additional ALPHA English teacher due to anticipated increase in personalized individual learning online program enrollment due to COVID 19 pandemic. (23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$50,620.00	Salary for an additional ALPHA special education teacher due to increase in personalized individual learning online program enrollment due to COVID 19 pandemic. (23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$29,723.00	Benefits for an additional ALPHA special education teacher due to increase in personalized individual learning online program enrollment due to

Function	Object	Amount	Description
			COVID 19 pandemic. (23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$9,302.00	MIFI's to provide internet hotspot connectivity for remote learning opportunities.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$1,087.00	Communications/postage for COVID related correspondences.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$119,994.00	K-12 building and classroom resources and supplies needed throughout pandemic to support in-person, hybrid and remote learning.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,190.00	Salary for 2 full-time paraprofessional positions at LES and 1 at MCJHS to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$23,150.00	Benefits for 2 full-time paraprofessional positions at LES and 1 at MCJHS to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
			Salary for an additional part time

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$43,118.00	paraprofessional position at Lewistown Elementary School to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$11,270.00	Benefits for an additional part time paraprofessional position at Lewistown Elementary School to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$43,118.00	Salary for an additional part time paraprofessional position at ALPHA to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$11,270.00	Salary for an additional part time paraprofessional position at ALPHA to support students' academic and social emotional needs created by the COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$198,280.00	Salary for creation and maintenance of Learning Management Systems teacher to help support remote learning opportunities at ALPHA. (21-22, 22-23 and 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$124,224.00	Benefits for creation and maintenance of Learning Management Systems teacher to help support remote learning opportunities at ALPHA. (21-22, 22-23 and 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$153,780.00	Salary for creation and maintenance of additional EL teacher to help support additional learning loss of EL students due to loss of in-person learning days during COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$68,385.00	Benefits for creation and maintenance of additional EL teacher to help support additional learning loss of EL students due to loss of in-person learning days during COVID 19 pandemic. (21-22, 22-23 and 23-24 school year)
			Salary for 8 positions that are able to be maintained for

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,194,641.00	Continuity of Education as a direct result of ARP-ESSER funding. Math-MCJHS, Math-MCHS, Grade 4-LIS, Grade 1-LES, Grade 1-EDES, Grade 5-LIS, Math-MCMS, Chemistry-MCHS (21-22-22-23, 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$565,709.00	Benefits for 8 positions that are able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Math-MCJHS, Math-MCHS, Grade 4-LIS, Grade 1-LES, Grade 1-EDES, Grade 5-LIS, Math-MCMS, Chemistry-MCHS (21-22-22-23, 23-24 school year)
1300 - CAREER AND TECHNICAL EDUCATION	100 - Salaries	\$294,210.00	Salary for 2 positions that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Tech-Ed-MCHS, Tech-Ed-MCHS (21-22-22-23, 23-24 school year)
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	\$169,401.00	Benefits for 2 positions that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Tech-Ed-MCHS, Tech-Ed-MCHS (21-22-22-23, 23-24 school year)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$153,980.00	Salary for 1 position that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. English-ALPHA (21-22-22-23, 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$68,439.00	Benefits for 1 position that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. English-ALPHA (21-22-22-23, 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$596,168.00	Salary for 7 ALPHA/MCO positions that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Science-ALPHA, Science-ALPHA, Teacher-Mifflin County Online, Teacher-Mifflin County Online, Teacher-Mifflin County Online, Administrator-ALPHA/Mifflin County Online, Social Studies-Mifflin County Online (21-22, 22-23 and 23-24 school year)
			Benefits for 7 ALPHA/MCO positions that will be able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding.

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$223,616.00	Science-ALPHA, Science-ALPHA, Teacher-Mifflin County Online, Teacher-Mifflin County Online, Teacher-Mifflin County Online, Administrator-ALPHA/Mifflin County Online, Social Studies-Mifflin County Online (21-22, 22-23 and 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$150,580.00	Salary for the creation and maintenance of 1 ALPHA Math/Science Teacher due to increase in personalized individual learning online program enrollment due to COVID 19 pandemic. (21-22-22-23, 23-24 school year)
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$39,607.00	Benefits for the creation and maintenance of 1 ALPHA Math/Science Teacher due to increase in personalized individual learning online program enrollment due to COVID 19 pandemic. (21-22-22-23, 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$113,561.00	Evidence based resources to meet comprehensive needs of students through MTSS. Resources will be used during school, after school and for summer school supplemental programs.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,445,215.00	Hourly salary for planning and implementation of supplemental afterschool and summer learning programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$409,110.00	Hourly benefits for planning and implementation of supplemental afterschool and summer learning programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$496,006.00	Evidence based resources to meet comprehensive needs of students through Multi- Tiered Systems of Support to target student learning loss from the pandemic. (Math Grade 6-8, MTSS Secondary Intervention Resources, Elementary Book Room Upgrades, See Saw, Secondary Educational Resources, Elementary Educational Resources, K-12 calculators)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$174,880.00	Salary for creation and maintenance of an Elementary Technology Facilitator to assist with the implementation of one-to-one technology initiative, facilitating elementary typing/keyboarding, and assist teachers with implementing differentiated instructional strategies.

Function	Object	Amount	Description
			(21-22-22-23, 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$126,259.00	Benefits for creation and maintenance of an Elementary Technology Facilitator to assist with the implementation of one-to-one technology initiative, facilitating elementary typing/keyboarding, and assist teachers with implementing differentiated instructional strategies. (21-22-22-23, 23-24 school year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$105,000.00	Salary for supplemental pay for staff to review and rewrite curriculum based on loss of learning demonstrated by students due to COVID 19 pandemic.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$690.00	Hourly salary for special education teachers for planning and implementation of supplemental afterschool and summer learning programs.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$177.00	Hourly benefits for special education teachers for planning and implementation of supplemental afterschool and summer learning programs.
			Contracted services for substitute teachers for

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,432.00	planning and implementation of supplemental afterschool and summer learning programs.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$5,533.00	Contracted services for substitute teachers for planning and implementation of supplemental afterschool and summer learning programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$2,131.00	Contracted services for substitute teachers for planning and implementation of supplemental afterschool and summer learning programs.
		\$7,770,534.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$17,058,201.00

Allocation

\$17,058,201.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$57,885.00	Salary to maintain additional Elementary Guidance Counselor to support student's mental health needs in district. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$25,489.00	Benefits to maintain additional Elementary Guidance Counselor to support student's mental health needs in district. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$58,873.00	Salary for a High School Guidance Counselor that is able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Guidance Counselor will support student's mental health needs in district. (23-24 school year)
			Benefits for a High School Guidance

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$24,686.00	Counselor that is able to be maintained for Continuity of Education as a direct result of ARP-ESSER funding. Guidance Counselor will support student's mental health needs in district. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$60,520.00	Salary for Career Pathways Facilitator to address individual school needs to support student's efforts to find employment in the middle of a global pandemic. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$26,045.00	Benefits for Career Pathways Facilitator to address individual school needs to support student's efforts to find employment in the middle of a global pandemic. (23-24 school year)
2600 - Operation and Maintenance	100 - Salaries	\$29,368.00	Salary for additional substitute custodians to support cleaning and sanitation of buildings to minimize the spread of infectious disease. (remainder of 20-21 and 23-24 school year)
2600 - Operation and Maintenance	200 - Benefits	\$7,815.00	Benefits for additional substitute custodians to support cleaning and sanitation of buildings to minimize the spread

Function	Object	Amount	Description
			of infectious disease. (remainder of 20-21 and 23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$31,697.00	Salary to maintain an Alpha Guidance Counselor secretary as a direct result of the significant increase in attendance due to COVID. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$17,403.00	Benefits to maintain an Alpha Guidance Counselor secretary as a direct result of the significant increase in attendance due to COVID. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$59,220.00	Salary to maintain licensed social worker to support student's mental health needs in district. (23-24 school year)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$40,196.00	Benefits to maintain licensed social worker to support student's mental health needs in district. (23-24 school year)
2600 - Operation and Maintenance	100 - Salaries	\$32,178.00	Salary for maintance of an additional custodian to support cleaning and sanitation of buildings to minimize the spread of infectious disease. (23-24 school year)
			Benefits for maintance of an additional

Function	Object	Amount	Description
2600 - Operation and Maintenance	200 - Benefits	\$35,264.00	custodian to support cleaning and sanitation of buildings to minimize the spread of infectious disease. (23-24 school year)
2600 - Operation and Maintenance	100 - Salaries	\$43,285.00	Salary for maintance of an additional maintenance floater to support buildings efforts to minimize the spread of infectious disease. (23-24 school year)
2600 - Operation and Maintenance	200 - Benefits	\$38,198.00	Benefits for maintance of an additional maintenance floater to support buildings efforts to minimize the spread of infectious disease. (23-24 school year)
2600 - Operation and Maintenance	100 - Salaries	\$64,355.00	Salary for maintance of 2 additional custodians to support cleaning and sanitation of buildings to minimize the spread of infectious disease. (23-24 school year)
2600 - Operation and Maintenance	200 - Benefits	\$70,514.00	Benefits for maintance of 2 additional custodians to support cleaning and sanitation of buildings to minimize the spread of infectious disease. (23-24 school year)
			Salary for the creation and maintance of 2 additional maintenance

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	\$232,868.00	floaters to support buildings efforts to minimize the spread of infectious disease. (21-22, 22-23 and 23-24 school year)
2600 - Operation and Maintenance	200 - Benefits	\$208,099.00	Benefits for the creation and maintenance of 2 additional maintenance floaters to support buildings efforts to minimize the spread of infectious disease. (21-22, 22-23 and 23-24 school year)
3200 - Student Activities	100 - Salaries	\$8,337.00	Salary for digitally recording student activity events as direct result of COVID 19 pandemic attendance restrictions.
3200 - Student Activities	200 - Benefits	\$2,130.00	Benefits for digitally recording student activity events as direct result of COVID 19 pandemic attendance restrictions.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$528.00	Salary for digitally recording board meetings as direct result of COVID 19 pandemic attendance restrictions.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$135.00	Benefits for digitally recording board meetings as direct result of COVID 19 pandemic attendance restrictions.
			Salary for additional days beyond 260 day contract for COVID

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	\$16,654.00	Coordiantor to facilitate contract tracing efforts with building principals, nurses and parents on weekends.
2600 - Operation and Maintenance	100 - Salaries	\$4,279.00	Benefits for additional days beyond 260 day contract for COVID Coordiantor to facilitate contract tracing efforts with building principals, nurses and parents on weekends.
2800 - Central Support Services	600 - Supplies	\$26,400.00	Zoom license to support remote learning and virtual meeting opportunities.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$317.00	Guidance supplies to support mental health services impacted by COVID 19 pandemic.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$14,585.00	Translation services for remote learning opportunites.
2200 - Staff Support Services	600 - Supplies	\$9,847.00	Library books and supplies to support loss of learning in literacy.
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$7,170.00	Postage for packets mailed to parents to support ongoing communication and availability of learning materials throughout pandemic.
2400 - Health Support Services	600 - Supplies	\$1,193.00	Nursing supplies to support safe and healthy return to in-person learning.

Function	Object	Amount	Description
3200 - Student Activities	500 - Other Purchased Services	\$1,820.00	Online athletic ticketing, registrations to support contactless purchasing to prevent spread of infectious disease.
2400 - Health Support Services	700 - Property	\$33,000.00	Purchase of vision spot screeners for district nurses to limit exposure to students/staff with outside entities performing the vision screenings on an annual basis.
2400 - Health Support Services	100 - Salaries	\$145,994.00	Salary for 2 additional Health Room Assistants (LES/MCMS for planning and coordinating efforts (contract tracing, prevention of infectious disease) to ensure educational activities can continue to be provided either in person. (21-22, 22-23 and 23-24 school year)
2400 - Health Support Services	200 - Benefits	\$136,910.00	Benefits for 2 additional Health Room Assistants (LES/MCMS for planning and coordinating efforts (contract tracing, prevention of infectious disease) to ensure educational activities can continue to be provided either in person. (21-22, 22-23 and 23-24 school year)
			Salary for the creation and maintenance of a 2nd shift supervisor to provide daily

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	\$153,000.00	supervision and support of custodial and maintenance support in cleaning and sanitation of buildings to minimize the spread of infectious disease. (21-22, 22-23, and 23-24 school year)
2600 - Operation and Maintenance	200 - Benefits	\$123,634.00	Benefits for the creation and maintenance of a 2nd shift supervisor to provide daily supervision and support of custodial and maintenance support in cleaning and sanitation of buildings to minimize the spread of infectious disease. (21-22, 22-23, and 23-24 school year)
2600 - Operation and Maintenance	400 - Purchased Property Services	\$440,425.00	Administration building HVAC/window project.
2600 - Operation and Maintenance	400 - Purchased Property Services	\$800,000.00	Lewistown Elementary School Roofing Project.
2800 - Central Support Services	600 - Supplies	\$2,077,730.00	SMARTBoard displays, sound bars, mounts, carts, webcams and HDMI cables to support K-12 purchase and installation of SMARTBoards to support 1:1 technology initiative for differentiation of instruction to close the achievement gap created as a direct result of the loss of learning from the COVID 19 pandemic.

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$361,872.00	Student transportation for summer learning programs.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$12,316.00	Panorama Early Warning System
2200 - Staff Support Services	100 - Salaries	\$132.00	Salary for supplemental pay for staff to review and rewrite curriculum based on loss of learning demonstrated by students due to COVID 19 pandemic.
2200 - Staff Support Services	200 - Benefits	\$34.00	Benefits for supplemental pay for staff to review and rewrite curriculum based on loss of learning demonstrated by students due to COVID 19 pandemic.
2400 - Health Support Services	100 - Salaries	\$1,200.00	Supplemental salary for nursing services for planning and implementation of supplemental afterschool and summer learning programs.
2400 - Health Support Services	200 - Benefits	\$307.00	Supplemental benefits for nursing services for planning and implementation of supplemental afterschool and summer learning programs.
			Supplemental salary for non-260 day administrators for

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$2,408.00	planning and implementation of supplemental afterschool and summer learning programs.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$617.00	Supplemental benefits for non-260 day administrators for planning and implementation of supplemental afterschool and summer learning programs.
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$334.00	Contracted services for substitute teachers to distribute reimaged and sanitized teachers laptops during summer months.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$150,000.00	Contracted services for professional development to address learning loss in response to academic, social emotional and mental health needs of students. Professional development will be purchased and aligned with evidenced based curriculum, software and interventions.
2800 - Central Support Services	600 - Supplies	\$52,667.00	SMART Notebook Advanced Software
2800 - Central Support Services	600 - Supplies	\$85,734.00	LAN School System School Software
			Teacher and student laptops and desktops to

Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	\$3,197,000.00	support 1:1 technology initiative for differentiation of instruction to close the achievement gap created as a direct result of the loss of learning from the COVID 19 pandemic. Laptops and desktops will also help prepare administrators, teachers and students to respond to any future remote learning that may be necessary throughout ongoing pandemic.
2800 - Central Support Services	600 - Supplies	\$57,000.00	Software licensing and services for physical and virtual server environment and storage for 21/22 technology upgrades.
2800 - Central Support Services	700 - Property	\$198,000.00	Servers, switches and storage for physical and virtual server environment for 21/22 technology upgrades.
		\$9,287,667.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$3,342,416.00	\$1,304,994.00	\$2,131.00	\$0.00	\$1,087.00	\$729,561.00	\$0.00	\$5,380,189.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$222,888.00	\$78,297.00	\$1,432.00	\$0.00	\$9,302.00	\$0.00	\$0.00	\$311,919.00
1300 CAREER AND TECHNICAL EDUCATION	\$294,210.00	\$169,401.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$463,611.00
1400 Other Instructional Programs – Elementary / Secondary	\$1,142,126.00	\$467,156.00	\$5,533.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,614,815.00
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	\$268,195.00	\$133,819.00	\$14,585.00	\$0.00	\$0.00	\$12,633.00	\$0.00	\$429,232.00
2200 Staff Support Services	\$132.00	\$34.00	\$150,000.00	\$0.00	\$0.00	\$9,847.00	\$0.00	\$160,013.00
2300 SUPPORT SERVICES –	\$2,936.00	\$752.00	\$0.00	\$0.00	\$7,170.00	\$0.00	\$0.00	\$10,858.00

	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	\$147,194.00	\$137,217.00	\$0.00	\$0.00	\$0.00	\$1,193.00	\$33,000.00	\$318,604.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$575,987.00	\$483,524.00	\$0.00	\$1,240,425.00	\$0.00	\$0.00	\$0.00	\$2,299,936.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$361,872.00	\$0.00	\$0.00	\$361,872.00
2800 Central Support Services	\$0.00	\$0.00	\$334.00	\$0.00	\$0.00	\$5,496,531.00	\$198,000.00	\$5,694,865.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$8,337.00	\$2,130.00	\$0.00	\$0.00	\$1,820.00	\$0.00	\$0.00	\$12,287.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$6,004,421.00	\$2,777,324.00	\$174,015.00	\$1,240,425.00	\$381,251.00	\$6,249,765.00	\$231,000.00	\$17,058,201.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$17,058,201.00

Payment Terms, Responsibilities and Contact Information

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

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

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

5. **FUNDING ADJUSTMENTS:**

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

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

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