

**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 Fannett-Metal SD located at 14823 Path Valley Road, P.O. Box 91, Willow Hill, PA 17271, (“Grantee”).

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

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

1. Pursuant to this Agreement, Grantee will receive funds in the amount of \$2,961,817.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee’s Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

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

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

**FOR THE GRANTEE**

Signature: David Burkett - Electronic Signature Date: 11/24/2021  
Title: Superintendent  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 3/19/2022  
Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 3/22/2022  
Department of Education  
Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-49.0

Comptroller: Matthew Eng - Electronic Signature Date: 3/31/2022

**Vendor Name: Fannett-Metal SD**

**Address: 14823 Path Valley Road, P.O. Box 91, Willow Hill, PA 17271**

**Fed ID #: 236005037**

**Vendor #: 0000181614**

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	223-21-0144	84.425U	\$2,961,817.00	\$2,961,817.00
ARP ESSER Prior Approval - Construction	Federal	223-21-0144	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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	Although the Pennsylvania Department of Education (PDE) gave districts an option to assess students in September of 2021 with the Pennsylvania State Standardized Assessment (PSSA) and the Keystone Exams, the district opted to perform these assessments in the Spring of 2021. By doing so, this enables us to have this data available to us to review and do a data analysis on students' scores to determine the amount of academic loss. We are now able to focus out instruction on targeted areas to address this academic loss.
<b>Chronic Absenteeism</b>	Although our attendance rate has always been historically high (above 90% annually), we did have a decrease over the pandemic era. With this decreased attendance, it was easy to identify the targeted group of students to focus accelerated learning toward.
<b>Student Engagement</b>	Along with decreased attendance and once in-person instruction returned, the district noticed a drop with students being engaged in extra-curricular activities at the school district. To combat against this lack of engagement (which is in direct reflection of student overall engagement at school) the athletic director solicited a co-operative agreement with a neighboring school district. With this co-op for athletics, this enables us to continue two varsity programs (Girls' Soccer and Volleyball) and restart our JH Volleyball program. Again, although these programs are extra-curricular, they precipitate an overall student engagement at the secondary level. At the elementary Level, we focused on our Title I students who may have a more noticeable learning loss due to the amount of time spent doing distance or virtual learning during the pandemic to focus accelerated learning toward.
<b>Social-emotional Well-being</b>	As a school district, we have a co-operative working agreement with TrueNorth Wellness Services, Inc. TrueNorth Wellness Services is a trauma-informed care agency that has been providing Counseling Services, Residential Services, Autism Services, Emergency Crisis Services, and Education and Prevention programs for more than 40 years. Through this organization, a licensed counselor is made available for one-on-one sessions with students twice a week. Originally, we only had this opportunity for our students once a week and two years ago (prior to the pandemic) it expanded to twice a week. we will continue to monitor this and see if there will be a need to increase this service to more days as the school years progress. this counseling service is covered by parent's insurance and the only cost to the district is providing a space for the counseling to take place.
<b>Other Indicators</b>	As a school district, we have been concerned about the healthy environment of our secondary building (middle/high school). With the ARP ESSER funds, we are now able to do a complete renovation of our secondary building's Heating Ventilation and Air Conditioning (HVAC)

	<b>Methods Used to Understand Each Type of Impact</b>
	system to include a bio-polar ionization unit in each classroom. this will create an overall healthier learning environment for our students.

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	Those students who are socio-economically disadvantaged were targeted during the pandemic to receive a two-week supply of food through the local Food Bank. These are the same students who we service through our Backpack program. Already having this group of students identified, we can focus our attention on their accelerated learning through either a tutoring program after school or a summer school program.
Students experiencing homelessness	The district was notified on September 22, 2021, that an additional funding allocation of \$12,919 is available to the district through the ARP ESSER consolidation application grant. Our plan is to utilize a portion of grant funding to offset a portion of the salary cost for our guidance counselor who has the responsibility of overseeing students experiencing homelessness in the district. With having this person directly overseeing and serving as the district point of contact for homelessness, we are best able to serve this targeted group of students while addressing learning loss.
Children and youth in foster care	Our plan is to utilize these funds to offset the salary cost for our guidance counselor who has the responsibility of overseeing foster care in the district. With having this person directly overseeing and serving as the district point of contact for foster care, we are best able to serve this targeted group of students while addressing learning loss.

### Reflecting on Local Strategies

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

	Strategy Description
<b>Strategy #1</b>	The district will use a portion of the funds to pay for an automated calling system (One Call Now). With this automated system, we will be able to notify parent/guardians the day of a student's absences. This real time notification system will assist in combating student absenteeism at the district.

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	<p>For credit recovery and/or accelerated learning, the school district is working in conjunction with an online curriculum provider. This online provider is call Edmentum (EdOptions Academy). EdOptions offers an extensive catalog of over 400 engaging Edmentum courses. Edmentum's active learning approach enables our students to think critically, apply what they have learned, and connect those lessons to real-life experiences. When combined with the personal support of Edmentum's online instructors, our students then receive a comprehensive educational experience that is tailored to their own needs - whether a student is falling behind, at grade level, or advanced. In addition, we partnered with EdOptions for our own virtual Academy Fannett-Metal Cyber Academy (for Tiger Students (FM CATS). We currently have nearly twenty students enrolled in this virtual option which serves as an alternative for parents who have concerns about in-person instruction at the district.</p>

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

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

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

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

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

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

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
Strategy #3	

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

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

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

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

- Students from low-income families

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

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

## Section: Narratives - Engaging Stakeholders in Plan Development

### Section II: Engaging Stakeholders in Plan Development

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

#### 4. Stakeholder Engagement

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

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

In July of 2021, in an effort to solicit input from the community stakeholders and others, the district drafted an Frequently Asked Questions (FAQ) document surrounding the district's allocation of funds for the ARP ESSER II grant. This FAQ was posted on the district website and on the district Facebook page. Within this FAQ, the district specifically asked for "public comment with the expenditures for the ARP ESSER funds. If you have concerns, questions, or comments regarding any part of the ARP ESSER act or funding expenditures, please contact FMSD Superintendent, Mr. David A. Burkett". In addition, the FAQ listed how the Fannett-Metal School District would recommend in spending the ARP ESSER Funds. Those areas listed were Students Supports; to better support student learning, the following professional positions and services will be added: a Director of Special Education and Student Support Services and a Life Skills teacher in the elementary school. In addition, through the ARP ESSER funding, the FMSD would be using the funds to support the salary and benefits of a school psychologist (3-years), a Life Skills teacher in the secondary building (3-years), and the secondary school counselor (1-year). That these positions will be funded by the ARP ESSER through the end of the 2023-24 school year. Enrichment Programs: With the ARP ESSER grant, the district will be offering additional supports for students who may be at risk for failing. We shall offer: a summer enrichment program at both schools, a summer credit recovery program for students, and a after school programs at both schools. The ARP ESSER funds will be used to provide staff, snacks, and satellite transportation. These enrichment activities will be available to the students through the Summer of 2024. Building Upgrades: The ARP ESSER funds will be used to improve the air quality throughout the school building(s). The main improvements will include replacing the antiquated boilers and renovating the existing heating system to include Heating, Ventilation, and Air Conditioning (HVAC) units throughout the secondary building. All of the previously mentioned grant funded expenditures will help to prevent, prepare for, and respond to coronavirus.

## 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)**

As a follow-up to the solicitation of public/stakeholder input for the expenditures of the ARP ESSER funds, On September 22, the district presented to a group of about 20 community members a Power Point Presentation on the district's plan. This presentation by the school superintendent listed not only the expenditures made thus far using the ESSER II funds, but also the plan developed with community support for the ARP ESSER expenditures. Mr. Burkett, school Superintendent, shared that the district must set-aside 20% of the ARP ESSER funds for Accelerated Learning. The amount of set-aside is \$592,363. Mr. Burkett also shared that the district has already allocated and approved nearly \$80,000 for Professional Development with the LIU for the 2021-22 school year. The LIU will be assisting with not only the Future Ready Comprehensive Planning Process, but also the process for our textbook selection for next year's ELA and literature purchase which all tie into accelerated learning. The remaining ARP ESSER funds (\$2,369,454) will be focused on creating a healthier atmosphere within the secondary building by renovating the boilers (over 40 years old), renovating the Heating, Ventilation, and Air Conditioning (HVAC) in the classrooms, and adding HVAC in the gym. The school board approved a Request for Quotes (RFQ) for a Guaranteed Energy Savings Act (GESA) proposals at the September School Board Meeting. The plan is to have this awarded in a timely manner with the hope of completing the work next summer to better prepare for, prevent, and respond to coronavirus in future years.

## 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)**

All the information that was shared previously with the community stakeholders will be re-uploaded to the district website for easy access. As part of the public bidding portion for the work to be done within the secondary building, we currently have the Request for Proposal (ARP) available in the district office and have advertised in at least two local new publications for three consecutive weeks. In addition, once the district receives final approval of the APR ESSER Funding expenditures, we will not only make the plan available on the district website but also have a hard copy of all portions of the ARP ESSER expenditures available in the district office for review.

## 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.

As part of the planning and preparations for the expenditures of the ARP ESSER funds, the district Superintendent, and another administrator (elementary principal) participated in the state's Accelerated Learning Program. By completing these courses, the district leadership is more equipped to focus the expenditures of funds in areas that should provide more evidence-based interventions for the student body. Because an after-school program will service those struggling students in a more one-one-one capacity, the district will be implementing this in the upcoming school year(s). In addition, through the use of our computer-based program partnership with EdOptions, which is an evidence based intervention, we will be providing an avenue for students who need to access online curriculum for credit recovery to do so. Finally, a plan is being developed to structure a summer recovery and enrichment program (beyond the usage of the online EdOptions program) to not only identify and support those struggling learners, but also engage those students who may have not participated as much during our virtual instruction during the 2020-21 school year and present school year due to limited internet access at home (whether based on economic or geographical reasons). All of these methods the district administration is employing were discussed during the Accelerated Learning training that the administration was involved in this past summer and fall. As per the Accelerated Learning modules, these methods are evidence-based and will enhance and promote student educational growth.

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

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

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

The bulk of the APR ESSER funding will be used to replace, repair, and improve the secondary school facilities Heating, Ventilation, and Air Conditioning (HVAC) units to prevent the risk of coronavirus transmission. With doing a complete renovation of the HVAC system in the building, and replacing both existing building boilers, the district will be able to address the environmental health hazards of an antiquated HVAC system with portions of the existing system as old as the building itself (1954). The boilers are failing and were last replaced in 1982 and the individual classroom units are original to the building. Not only will this improve on the efficiency of the overall HVAC system in the building, but the newly installed classroom HVAC units will be equipped with bipolar ionization units which are proven to combat against the spread of

coronavirus (and other viruses). With the complete renovation targeted at the secondary building, it will provide another level of mitigation to our most vulnerable students (those students ranging in ages 12-18 years old) and is in line with the Centers for Disease Control's recommendations for targeting better mitigation efforts to this age group of students. In addition, by completing this renovation, we anticipate a healthier and better learning environment for this targeted group of students and in turn will produce better daily attendance which will also increase student learning. When students are in a healthier learning environment, their mental health and attitude toward learning will increase and this will coincide with the District's Health and Safety Plan.

**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)
<b>20 Percent Reservation</b>	2,961,817	20%	592,363



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

**Section IV: Monitoring and Measuring Progress**

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

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

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The district is in the middle of our Future Ready Comprehensive Planning Portal (FRCPP) and have been looking at data. Prior to the pandemic, and because the Pennsylvania Value Added Assessment System (PVAAS) has only the 2018-19 data due to no state assessment in 2020, we noticed a need in math instruction district wide and ELA K-8. we finally received the data from the 2021 Pennsylvania State System of Assessment (PSSA) and Keystone exams that were administered in the Spring of 2021. To say the least, the district scores in Math are dismal. As we progress through our FRCPP, we are targeting these two instructional areas (Math K-12 and ELA K-8) to focus some of our resources and make an instructional impact. The Lincoln Intermediate Unit 12 (LIU 12) is assisting us this year with ELA curriculum selection (6-year cycle) to try and recoup some of the lost instructional time from the past twenty months.
<b>Opportunity to learn measures (see help text)</b>	Before the pandemic began on March 13, 2020, the FMSD was taking on the initiative to become a 1:1 school district. At that point in time, we only had 5-6 iPads in each elementary classroom, and was only 1:1 with a few mobile labs in the middle and high school. The bulk of the ESSER I fund was used to move the whole district immediately to a 1:1 district. In the summer of 2020, the district put out a survey to staff and community members, and although most of the community respondents want in-person instruction, the staff respondents want more professional development for online instruction. With the start of the 2020-21 school year, five days of professional development was provided to the staff to build and establish their virtual classrooms in the anticipation of going back to virtual instruction. The FMSD (districtwide) began the 2020-21 school year with in-person instruction as requested by the community survey. Unfortunately, within two months and due to COVID, we needed to close two different times and engage in virtual instruction. The time spent with building courses online at the beginning of the year and establishing the rapport with students from in-person instruction helped to streamline our virtual instruction.
	3FTE's (Life Skills Instructor, school counselor, and school psychologist). Due to the school district's declining enrollment and the fact that more

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	students are now enrolling in other cyber/charter schools, the district was considering furloughing some staff members. With these funds, we are now able to fully sustain our secondary life skills program and not furlough this position; fund a portion of one school counselors' salary; and maintain our current psychological services we subcontract through the Lincoln Intermediate Unit 12. All three of these positions are directly related to the Social and Emotion Learning (SEL) of our most needy students.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	A portion of the ARP ESSER grant funding is being used to fund the cost of Extended School Year (ESY) for our most needy students and the transportation provided during this summer program. In addition, the district has built a relationship this past year with an online curriculum provider called Edmentum. Through Edmentum (EdOptions) we were able to provide summer credit recovery and accelerated learning to our most vulnerable (economically disadvantaged) students. By providing these programs in the summer we were able to assist our student in maintaining and progress with their peers. We will be offering an after school tutoring program for any student willing and wanting to engage in additional one-on-one instructional time.

## Section: Narratives - ARP ESSER Assurances

### ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide

reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

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

### LEA HEALTH AND SAFETY PLAN

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,961,817.00

**Allocation**

\$2,961,817.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$2,500.00	Wages for Tutoring - Summer / Afterschool
1000 - Instruction	200 - Benefits	\$625.00	Benefits for Tutoring - Summer / Afterschool
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$5,000.00	Contracted Services for Summer Educational Programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$20,000.00	EdOptions Learning Recovery / Credit Recovery Courses
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$862.00	System 44 Student Reading Licenses - Special Education
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,800.00	Waggle Math Student Licenses
			Math Resources -



<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,650.00	Sumdog online learning resource for students. 70 TI-83 Plus Graphing Calculators for HS math classrooms.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$144,430.00	Salary of High School Life Skills Teacher for a 3 year period.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$105,929.82	Benefits of High School Life Skills Teacher for a 3 year period.
		<b>\$291,796.82</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,961,817.00

**Allocation**

\$2,961,817.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$2,369,453.00	Improvements to Indoor Air Quality - Complete renovation of the HVAC system in the High School which includes bipolar ionization units.
2700 - Student Transportation	500 - Other Purchased Services	\$9,500.00	Transportation for Tutoring - Summer / Afterschool Educational Programs
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$79,820.00	Professional Development for Teachers through Lincoln Intermediate Unit 12 and System 44/Read 180 Training
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$150,000.00	Psychologist Services contracted through LIU12 over a 3 year period.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$36,379.00	Portion of Guidance Counselor Salary

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$24,868.18	Portion of Guidance Counselor Benefits
		<b>\$2,670,020.18</b>	

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>1000 Instruction</b>	\$2,500.00	\$625.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,125.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$12,450.00	\$0.00	\$32,450.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$144,430.00	\$105,929.82	\$0.00	\$0.00	\$5,000.00	\$862.00	\$0.00	\$256,221.82
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$36,379.00	\$24,868.18	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$211,247.18
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$79,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$79,820.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$9,500.00	\$0.00	\$0.00	\$9,500.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,369,453.00	\$2,369,453.00
	\$183,309.00	\$131,423.00	\$249,820.00	\$0.00	\$14,500.00	\$13,312.00	\$2,369,453.00	\$2,961,817.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$2,961,817.00

**Section: Narratives - Construction Project Details**

**PA Department of Education**

Request for Prior Approval

Construction/Renovation Projects funded under ESSER

**1. LEA Name:**

Fannett-Metal School District

**2. AUN#:**

112282004

**3. LEA Contact Information**

	<b>Name</b>	<b>Job Title</b>	<b>Email</b>
<b>Superintendent/CEO</b>	David A. Burkett	Superintendent	burkettd@fmtigers.org
<b>Contact Name</b>	Daniel Simpson	Business Manager	simpsond@fmtigers.org

The above LEA is requesting prior approval for the following project to be funded in full or in part from federal grant funds as permitted in ARP ESSER.

Construction/Renovation Projects:

- New Construction projects.

**4. Describe the proposed project that is requested to be funded in full or in part from federal ESSER funds. (3000 characters)**

The bulk of the APR ESSER funding will be used to replace, repair, and improve the secondary school facilities Heating, Ventilation, and Air Conditioning (HVAC) units to prevent, prepare for, and respond to the risk of coronavirus transmission. With doing a complete renovation of the HVAC system in the building, and replacing both existing building boilers, the district will be able to address the environmental health hazards of an antiquated HVAC system with portions of the existing system as old as the building itself (1954). The boilers are failing and were last replaced in 1982 and the individual classroom units are original to the building. Not only will this improve on the efficiency of the overall HVAC system in the building, but the newly installed classroom HVAC units will be equipped with bipolar ionization units which are proven to combat against the spread of coronavirus (and other viruses). With the complete renovation targeted at the secondary building, it will provide another level of mitigation to our

most vulnerable students (those students ranging in ages 12-18 years old) and is in line with the Centers for Disease Control's recommendations for targeting better mitigation efforts to this age group of students. In addition, by completing this renovation, we anticipate a healthier and better learning environment for this targeted group of students and in turn will produce better daily attendance which will also increase student learning. When students are in a healthier learning environment, their mental health and attitude toward learning will increase.

**5. Explain how the LEA has determined that the proposed project complies with the Cost Principles in 2 CFR Part 200, subpart E (e.g., the cost must be “necessary and reasonable” (2 CFR §§ 200.403-200.404)); (3000 characters)**

The overall cost of this project will likely exceed the \$2,369,453 of the 80% of the ARP ESSER funds that are not designated to be set aside for accelerated learning. The secondary student population (ages 12-18 years of age) are more likely to contract coronavirus and tends to be our most vulnerable student population. With targeting the renovation in the secondary building, we will not only be preventing, preparing for, and responding to mitigating the spread of the coronavirus (as well as other diseases), but we will be replacing an antiquated systems in the building. The boilers in the building are over 40 years old and the classroom units are as old as the building which was built in 1954. The new Heating, Ventilation, and Air Conditioning (HVAC) units to be installed throughout the building will be equipped with bi-polar ionization units which are 'necessary and reasonable' in preventing, preparing for, and combatting the spread of coronavirus.

**6. Explain how this proposed project meets the overall purpose of the ARP Act program, which is “to prevent, prepare for, and respond to” COVID-19 as well as a specific allocable use of funds as outlined in the laws and/or guidance; and (3000 characters)**

With a newly renovated Heating, Ventilation, and Air Conditioning (HVAC) system in the secondary building, the district will be better prepared to prevent and respond against coronavirus. The New HVAC units will be equipped with bi-polar ionization units used to control the airflow in the classroom and combat against the spread of coronavirus (or other air borne diseases). By replacing the antiquated 40 year old boilers (from steam to hot water) and replacing the 60+ year-old classroom units, the district will be better equipped to prevent the spread of COVID-19.

**7. Explain how the proposed project is consistent with the proper and efficient administration of those programs. (3000 characters)**

For the past few years, the Building and Grounds Board Committee has denoted the need to address the Heating, Ventilation, and Air Condition (HVAC) and boiler system at the secondary school building in their facility needs assessment. Unfortunately, due to the rising cost in other expenditure areas over the past decade (retirement cost, health benefits, and cyber/charter tuition), this renovation project has never materialized or made it to the top of the B & G Committees five-year planning. It is now at this point, with decade old units, a leaking boiler, and the fortunate influx of the ARP ESSER funds that the district can finally embark on this project to prevent, prepare for, and respond to coronavirus.



**Please note that the burden remains on grantees and subgrantees to maintain the appropriate documentation that supports the expenditure.**

8. Projected Costs by Funding Source (please note: obligation dates are included. Each project has an additional 90 days for liquidation):

	<b>ARP Act (ESSER III – 9/30/2024)</b>	<b>State/Local Funds</b>
<b>Total Cost</b>	2,369,453	100,000

**Section: Narratives - Assurances**

As noted below, an LEA using ESSER funds for remodeling, renovation, and new construction must comply with additional federal requirements

By reviewing and agreeing to the assurance statements below, the LEA is verifying that approved construction projects will comply with all applicable Uniform Guidance requirements, Davis-Bacon prevailing wage requirements, and all of the US Education Department's applicable regulations regarding construction at 34 CFR §§ 76.600 and 75.600-75.618.

9. The LEA assures that all construction contracts using laborers and mechanics financed by Federal education funds, an LEA that uses ESSER funds for minor remodeling, renovation, repair, or construction contracts over \$2,000 will meet all Davis-Bacon prevailing wage requirements and include language in the contracts that all contractors or subcontractors must pay wages that are not less than those established for the locality of the project (prevailing wage rates). (See 20 U.S.C. 1232b Labor Standards.)

Yes

10. The LEA assures that it has complied or will comply with the requirements for Domestic Preference in construction materials and supplies where applicable (2 CFR § 200.322);

Yes

11. The LEA assures that it has completed an environmental impact assessment before initiating the construction and fully considered any potential environmental ramifications before proceeding with the project (34 CFR § 75.601);

Yes

12. The LEA has considered the probable effects of proposed construction on any district, site, building, or structure that is included or eligible for inclusion in the National Register of Historic Places (34 CFR § 75.602)

Yes

13. The LEA assures that it possesses title or other interest in the site, including right of access, that is sufficient to ensure that the grantee will have use and possession of the facility for 50 years or the useful life of the facility, whichever is longer (34 CFR § 75.603);

Yes

14. The LEA assures that the proposed project will begin in a reasonable time period and will have the final plans approved before the construction is advertised or placed on the market for bidding (34 CFR §

75.605);

Yes

15. The LEA assures the proposed project will be completed in a reasonable time period and consistent with the approved plans and specifications (34 CFR § 75.606);

Yes

16. The LEA assures that the proposed construction is functional, economical, and not elaborate in design or extravagant in the use of materials as compared to other facilities in the State or other applicable geographic area (34 CFR § 75.607);

Yes

17. The LEA assures that plans and designs for the facilities comply with applicable Federal, State and local health and safety standards, as well as Federal requirements regarding access by persons with disabilities. (34 CFR §§75.609 and 75.610);

Yes

18. The LEA assures it possesses sufficient operational funds to operate and maintain the facility once the construction is complete and will the grantee operate and maintain the facility in accordance with all applicable Federal, State, and local requirements (34 CFR §§ 75.614 and 75.615);

Yes

19. The LEA agrees it will comply with all other applicable federal laws and regulations.

Yes

## **Payment Terms, Responsibilities and Contact Information**

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

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

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

## 5. **FUNDING ADJUSTMENTS:**

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

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

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