

**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 Avon Grove SD located at 375 S Jennersville Road, West Grove, PA 19390, (“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 \$3,587,912.00. 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: Michael Marchese - Electronic Signature Date: 11/9/2021 \_\_\_\_\_

Title: Superintendent \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**FOR THE COMMONWEALTH**

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 12/29/2021  
 Title: Division Chief

**APPROVED AS TO FORM AND LEGALITY**

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 12/31/2021  
 Department of Education  
 Office of General Counsel: \_\_\_\_\_ Date: \_\_\_\_\_  
 Office of Attorney General: \_\_\_\_\_ Date: \_\_\_\_\_

Form Approval No. 6-FA-49.0

Comptroller: Karen Leavitt - Electronic Signature Date: 1/5/2022

**Vendor Name: Avon Grove SD**  
**Address: 375 S Jennersville Road, West Grove, PA 19390**  
**Fed ID #: 231671313**  
**Vendor #: 0000119470**

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	223-21-0017	84.425U	\$3,587,912.00	\$3,587,912.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0017	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>	The academic plan for the 21-22 school year will be utilizing the PDE-published resources associated with accelerating the growth for all students. This will align with the MTSS framework for our district, providing additional resources for teachers to formatively assess students on a more frequent basis, analyze the data derived from this process, and then prepare interventions (classroom as well as specialist-based) to support each learner. While data was gathered through a variety of sources during 20-21, diagnostic tools such as CDT, Exact Path and Aimsweb will provide greater clarity to identify needs and associated interventions as students return to school in the fall.
<b>Chronic Absenteeism</b>	Student absence data was examined regularly by each school's administrative team, as well as through referral by teachers and counselors, to meet the needs of students who were not attending school in-person or virtually. Home visits and supports were done by a variety of administrators and personnel within the district. For 21-22, those students who have already demonstrated chronic absenteeism have been identified. Additional needs identified during the year will be addressed through each building's response team, counselors and administration.
<b>Student Engagement</b>	Student engagement during the 20-21 school year was considered as attendance and participation in class (if in-person) or through virtual participation and work submission (if learning remotely). Students participated actively in learning experiences at a variety of levels and there was significant anecdotal information shared by teachers that as students continued to transition back to in-person learning their participation and engagement rose compared to when learning remotely. With a full return to in-person learning scheduled for the fall of 2021, engagement will be an area of emphasis, accompanied by teachers working to build relationships with students and creating a welcoming and safe environment for their return.
<b>Social-emotional Well-being</b>	Similar to the goals associated with student engagement, we are planning to emphasize the need for our teachers to engage in active relationship building with our students and their caregivers. Further, additional counseling staff and services have been budgeted to decrease some of our counseling loads to best respond to needs from our students as they come forward. Resources are also being examined to provide more ongoing data and feedback regarding each student's social-emotional health, with this data being used by the counseling and administrative teams to respond to needs through our MTSS framework in tandem with our academic supports. For our older students, guest speakers are being identified who can speak to the mental health needs that they may be experiencing, with appropriate community engagement and presentations to support our parents and caregivers as well as they work to support their students in the home.

Methods Used to Understand Each Type of Impact	
Other Indicators	

### Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Students with disabilities were phased back to in-person learning more quickly, with some students attending in-person for the majority of the year. Data from progress monitoring as well as attendance data was used to determine areas of ongoing need or new areas to be addressed by the IEP team. For those students who were not able to fully access all of the services needed for success, compensatory services have been made available during the school year as well as through our ESY program. Progress monitoring will continue to be used throughout 21-22 with the MTSS framework for academics and behavior providing additional information about students who may need evaluation or support.
English learners	English learners were phased back to in-person learning more quickly. Data from progress monitoring as well as attendance data was used to determine areas of ongoing need or new areas to be addressed by classroom teachers or our ESL teachers. In addition to supports provided directly during the school day, we employed software applications to translate information more accurately and quickly and hosted multiple evening events for parents of English learners to answer questions and address concerns, particularly at times when feedback was needed for decision-making or when significant changes were being made in the instructional model or in the delivery of services. Progress monitoring will continue to be used throughout 21-22 with the MTSS framework for academics and behavior providing additional information about students who may need support.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Data from students from low-income families was gathered through a community survey, analysis of usage patterns and direct contact by school personnel. Once identified, students received appropriate technology to engage with the daily instruction, including chromebooks and hot spots. Student access and engagement was monitored anecdotally by classroom teachers, providing updates and information to the counseling team or an assigned administrator if a student became disengaged or otherwise stopped interacting through the technology. This then served as a catalyst for outreach to determine if access or situations had changed that needed to be responded to. Finally, as with all students in the district, meals were available for pickup for all families throughout the pandemic in an effort to minimize difficulty and hardship for students and households.

**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	Based on data gathered from caregivers in the spring of 2020, AGSD committed to providing a more robust learning experience for students through the launch of the Avon Grove Online Academy for the 20-21 school year. This was done to engage students more consistently and deeply with their classmates, teachers and other personnel, to meet the diverse needs of each of our learners through the variety of services and supports they needed, as well as to create greater consistency across classrooms and curricula to best meet the course requirements as established. To do this, 7 learning modules were created for all teachers to complete as a support for their progression into online learning and the processes needed to effectively plan for this modality. Additionally, each course offered in AGSD that was taught by more than 1 teacher was fortified by a master course builder through our LMS, using this to create clarity of learning expectations and allow teachers to use their time to focus on the individual needs of students in their classes rather than all teachers creating these experiences separately. The monitoring of this work was shared by administrators and instructional specialists to provide feedback for enhancement as well as respond to questions or issues as they arose throughout the process.



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

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

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

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

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

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

**Reflecting on Local Strategies: Strategy #2**

	<b>Strategy Description</b>
	An administrator was placed on special assignment for the 20-21 school year to enhance community outreach and interaction, specifically aimed at our Latinx population and homes where the primary language is Spanish. To meet the social-emotional needs of this target group, AGSD employed a

	Strategy Description
<b>Strategy #2</b>	number of tactics that included monthly evening meetings hosted in Spanish, home visits to students who were struggling to engage through the online environment or once in-person instruction returned, and training staff on the use of Talking Points to support interaction between school staff and caregivers, among other processes. Although these processes were used for all students, there was special emphasis on the approximately 20% of our students who met the characteristic above. The social-emotional connections that were desired through these strategies were intended to enhance the interaction and engagement of students through the development of relationships and awareness of needs that would not otherwise be as productive without this work. Further, by addressing the potential language and cultural gaps that may exist, AGSD became aware of issues and concerns that otherwise may not have been visible, better responding to the needs of our students in an effort for them to feel accepted, connected and valued.

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.)

The AGSD utilized a combination of community feedback forms as well as focus groups to gather input from stakeholders to influence the planning for 20-21. The first feedback form occurred at the conclusion of the 19-20 school year, focus groups occurred at the end of June 2020, and then community input was gathered after the first month of the 20-21 school year to gauge the adjustments made and areas of further need. Additionally, weekly public meetings occurred and were facilitated by our superintendent, sharing plans and information throughout the year regarding district plans and responses to the pandemic. Public comment was converted to an online form so that any member of the community could provide their ideas, with all transcripts of these public comments read to the community at-large (for the maximum allotment of 30 minutes per public meeting) and then shared with each board member consistent with Sunshine Laws. The plan for the 21-22 school year is based on the PDE Accelerating Growth published resources and materials and was shared at a public meeting in May 2021 and is available through the AGSD website. Moving forward AGSD will continue to gather evidence of community needs through stakeholder feedback forms and focus groups that will be conducted throughout 21-22 as connected to the AGSD comprehensive planning process as well as the submission of the special education plan, both due for submission in March, 2022.

#### 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 described above, the AGSD plan evolved from the ongoing public comment and interaction between our administrators, teachers and board members and the roadmap for reopening schools provided by PDE. By aligning these components, along with the evidence of learning that was collected through local and vendor-based assessments, the decision to focus on

accelerating growth for students through the structure of our MTSS framework was determined to be the best means to attack each student's interrupted learning as well as infuse the ARP ESSER Funds into our existing structures to maximize impact. Similar to the 20-21 school year, stakeholder input in 21-22 will be gathered through multiple means and will be used by our building and district administrators to monitor the effectiveness of the plan, with adjustments made as needed based on the evidence of learning gathered through multiple means.

#### **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 presentation through which the LEA plan for 21-22 was described is publicly available through our website. The district and building teams are in the process of finalizing goals for the 21-22 school year that will also be shared publicly through the AGSD curriculum committee and will be reported out on at the midpoint and end-of-year for 21-22. Specific financial information will be shared in an ongoing basis through the monthly finance meetings of the board (as was done throughout the 20-21 school year) with all of the public presentations being available through the AGSD website.

## 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

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.

AGSD will use a multi-tiered system of scaffolded supports (MTSS) to provide evidence-based

academic, behavioral, social, and emotional supports for each student. AGSD will accelerate student growth through high-quality academics (HQA), supportive learning environments (SLE) and healthy system conditions (HSC) that include: PA standards-alignment; high-quality core instruction; universal screening; shared ownership; data-based decision making; and responsiveness to intervention. A Focus on HQA will utilize data so every student has access to the instructional strategies, resources, and supports to succeed. Success indicators will include formative and summative assessments, progress monitoring, curricular progress, alignment to pacing guides and unit plans. AGSD will deepen learning opportunities for staff, increase student learning through individual and small group instruction and intervention, gather evidence of needs through ongoing assessment, expand building teams to analyze data, share progress regularly with guardians, provide all students access to the core instructional program, accelerate learning through universal supports, implement class-wide interventions and supports, systemically address strategic and intensive supports, and meet the needs of gifted learners. Fostering SLEs will place equitable, trauma-informed principles at the core of planning to create a safe and inclusive space for learning, form positive and supportive relationships, and support students and staff as they mentally and socially recover. Success indicators will include student attendance, discipline referrals, referrals for testing and support, and mental health indicators. AGSD will provide aligned social, emotional and behavioral supports for students to promote a healthy learning environment; focus on well-being, connection, and supports for all students; communicate the importance of relationship building to address student academic, social, and emotional well-being; identify supports available for staff social and emotional well-being; and ensure supports are in place to support students with significant learning and behavioral needs. AGSD will create HSCs by engaging our stakeholders to fully understand our needs and then create conditions to accelerate learning for all. Success indicators will include hiring and retention data, student access and connectivity to the internet, fixing technology issues for students or staff, professional learning for all staff, maximizing academic time, and community participation (focus groups, feedback forms, scheduled meetings, etc.). AG will meet the needs of students and families to fully access learning, provide internet access for learning where it is lacking or substandard, recruit, assign, and develop staff to meet student needs, prioritize student and staff well-being in daily schedules and monitor continuous improvement in all subsystems and structures.

#### **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.

Avon Grove will continue to examine the recommendations and guidelines of state and national agencies to layer mitigation strategies as practicable. Should the need exist to pivot to a delivery model that does not include full in-person instruction, the access and organization of learning will provide for all students, regardless of learning needs, to access and engage in our educational program. Supports for students, including nutrition and food services, will be provided through our food services division with food available during the day for all students and accommodations possible for students experiencing short-term interruptions to in-person learning.

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

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.” **(3,000 characters max)**

N/A

**10. 20% Reservation Calculation**

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	3,585,361	20%	717,072

**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>	Evidence of student learning will be gathered in an ongoing basis through local and vendor-based assessment systems. These will be primarily focused on formative assessments as a means to respond to student needs in a timely and efficient manner, while also maintaining the flexibility necessary to respond to student needs as they arise. Examples of assessment systems will include CDT data, Exact Path, enVision, and Aimsweb, as well as data gathered through counselors, mental health professionals and psychologists to support decision-making for the social-emotional and mental health of individual students. Attendance and disciplinary data will be tracked, with those who experienced the greatest decrease in engagement being an emphasis for this data early in the year. Analysis will be conducted at a building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
<b>Opportunity to learn measures (see help text)</b>	Student connectivity and hot spot usage, parental access statistics to our LMS and gradebook portals, completion of mandatory and optional trainings for teachers and staff and feedback form data review and analysis. Analysis will be conducted at a building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Positions and FTEs are tracked based on the cumulative number of Board-approved positions created and eliminated over time. The size of the District (approximately 539 individuals, both full-time and part-time) allows the tracking of positions to be relatively straightforward through a combination of the District's personnel management software and subsidiary manual ledgers. Positions that are created with the use of ESSER funds, and the terms of those positions, are tracked in the same manner, and are reported as ESSER-funded in the minutes to the Board of Directors meetings when they are approved.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The plan for the 21-22 school year is to leverage the majority of resources during the school day to provide a greater network of supports for students and teachers to most quickly accelerate growth. While there will be funds set aside for future consideration and usage in summer and/or afterschool programs, these have not yet been developed or formalized for consideration.



## 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**

\$3,587,912.00

**Allocation**

\$3,587,912.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$757,988.00	Salaries for fourteen full-time reading and math specialists integrated into the District's Accelerated Learning program to support all instructional building teams. These specialists will supplement the District's current roster of specialists to significantly increase the available resources for students to accelerate growth.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$502,012.00	Fringe benefits and payroll taxes for fourteen full-time reading and math specialists integrated into the District's Accelerated Learning program to support all instructional building teams. These specialists will supplement the District's current roster of specialists to

Function	Object	Amount	Description
			significantly increase the available resources for students to accelerate growth.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$108,284.00	Salaries for two full-time in-house teaching staff serving as tutors to students in the District's drop-in tutoring center. Students can visit the tutoring center at any point during free periods, between classes, or during their lunch break to receive additional tutoring and assistance in areas that they may be struggling with to foster academic growth.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$71,716.00	Fringe benefits and payroll taxes for two full-time in-house teaching staff serving as tutors to students in the District's drop-in tutoring center. Students can visit the tutoring center at any point during free periods, between classes, or during their lunch break to receive additional tutoring and assistance in areas that they may be struggling with to foster academic growth.
			Wages paid to classroom paraprofessionals and aides in excess of their normally-contracted

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$72,200.00	hours to expand available resources to students and facilitate small-group instruction. 4.5 FTEs will be added to the District's total instructional staff by increasing hours for a core group of current part-time staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$31,800.00	Fringe benefits and payroll taxes paid to classroom paraprofessionals and aides in excess of their normally-contracted hours to expand available resources to students and facilitate small-group instruction. 4.5 FTEs will be added to the District's total instructional staff by increasing hours for a core group of current part-time staff.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	Classroom library resources will be purchased to supplement the reading materials currently available to students to foster growth in reading comprehension.
			Three behavioral support counselors will be contracted through the District's local intermediate unit to provide mental and behavioral health support services to

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$400,160.00	students, particularly those with specialized needs. In addition, the current half-time Board Certified Behavior Analyst contracted through the intermediate unit will be increased to full-time to provide additional mental and behavioral health services to students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$664,704.00	Approximately \$1.1 million of the District's ARP allocation is being held in reserve for the 2022-23 school year to continue the accelerated learning plan started in 2021-22. Student achievement data will be gathered and analyzed throughout 2021-22 to determine the most effective intervention strategies and adequately respond to changes in students' needs over time. These funds will be used to fund salaries and benefits for approximately 10 - 12 positions that will be allocated in a manner best suited to continue the efforts of the accelerated learning plan; these positions may be math and reading specialists, tutors, behavioral counselors, or a combination of positions based on the

Function	Object	Amount	Description
			needs identified from the analysis of the 2021-22 student achievement data.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$444,761.00	Approximately \$1.1 million of the District's ARP allocation is being held in reserve for the 2022-23 school year to continue the accelerated learning plan started in 2021-22. Student achievement data will be gathered and analyzed throughout 2021-22 to determine the most effective intervention strategies and adequately respond to changes in students' needs over time. These funds will be used to fund salaries and benefits for approximately 10 - 12 positions that will be allocated in a manner best suited to continue the efforts of the accelerated learning plan; these positions may be math and reading specialists, tutors, behavioral counselors, or a combination of positions based on the needs identified from the analysis of the 2021-22 student achievement data.
		<b>\$3,063,625.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$3,587,912.00

**Allocation**

\$3,587,912.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$140,643.00	A full-time psychologist will be contracted through the local intermediate unit to supplement the District's current roster of psychologists and provide additional mental health supports to students.
2600 - Operation and Maintenance	600 - Supplies	\$15,319.00	Cleaning supplies, disinfectant, PPE, acrylic glass barriers, and other supplies will be purchased to ensure the instructional buildings continue to operate safely in an in-person learning environment.
2800 - Central Support Services	600 - Supplies	\$15,000.00	Videoconferencing (Zoom) licenses will be purchased for the District to allow continued flexibility for remote learning and meetings in the event that the District is ordered to revert to an

Function	Object	Amount	Description
			online learning model.
3100 - Food Services	100 - Salaries	\$65,000.00	Salaries and wages paid to food service workers during the pandemic and throughout the course of the summer meal pick-up programs operated during the summers of 2020 and 2021.
3100 - Food Services	200 - Benefits	\$35,000.00	Fringe benefits and payroll taxes paid to food service workers during the pandemic and throughout the course of the summer meal pick-up programs operated during the summers of 2020 and 2021.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$253,325.00	Window replacements to improve ventilation in classrooms with windows that are currently inoperable or are extremely difficult to open.
		<b>\$524,287.00</b>	

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,603,176.00	\$1,050,289.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$2,663,465.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$400,160.00	\$0.00	\$0.00	\$0.00	\$0.00	\$400,160.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$140,643.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140,643.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT								



	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$15,319.00	\$0.00	\$15,319.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00
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	\$65,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100,000.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$253,325.00	\$0.00	\$0.00	\$0.00	\$253,325.00
	<b>\$1,668,176.00</b>	<b>\$1,085,289.00</b>	<b>\$540,803.00</b>	<b>\$253,325.00</b>	<b>\$0.00</b>	<b>\$40,319.00</b>	<b>\$0.00</b>	<b>\$3,587,912.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$3,587,912.00</b>



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

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

Susan McCrone

smccrone@pa.gov

717-783-2193

2. **TERMS OF PAYMENT:**

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

3. **REPORTING:**

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

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

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

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

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

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

## 5. FUNDING ADJUSTMENTS:

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

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

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



333 MARKET STREET  
HARRISBURG, PA 17126-0333  
www.education.pa.gov  
December 14, 2021

Dr Michael C Marchese  
Superintendent  
Avon Grove SD  
375 S Jennersville Road  
West Grove, PA 19390

Re: 2020-2021 Avon Grove SD 223-21-0017

Amount: \$3,587,912.00

Dear Dr. Marchese:

It is our pleasure to inform you that your 2020-2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has been approved. Funds may be obligated under the grant agreement effective March 13, 2020. Funds must be obligated by September 30, 2024.

All recipients of funds are required to comply with the financial requirements specified in the grant agreement. If implementation of the project is delayed or terminated for any reason, a written notification to this effect should be sent to Division of Federal Programs at the Pennsylvania Department of Education, 333 Market Street, Harrisburg PA 17126-0333.

Sincerely,

A handwritten signature in black ink that reads "Susan McCrone". The signature is written in a cursive, flowing style.

McCrone, Susan  
Division Chief  
Division of Federal Programs

Enclosure