



333 MARKET STREET
HARRISBURG, PA 17126-0333
www.education.pa.gov
March 17, 2022

Dr George W Ioannidis
Superintendent
Spring Grove Area SD
100 E College Ave
Spring Grove, PA 17362

Re: 2020-2021 Spring Grove Area SD 223-21-0413

Amount: \$3,654,518.00

Dear Dr. Ioannidis:

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,

McCrone, Susan
Division Chief
Division of Federal Programs

Enclosure

**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 Spring Grove Area SD located at 100 E College Ave, Spring Grove, PA 17362, ("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 \$3,654,518.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

Appendix A – Special Program Terms

Appendix B – Grantee's Program Narrative and Budget

Appendix C – Payment Terms, Responsibilities and Contact Information

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

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

FOR THE GRANTEE

Signature: George Ioannidis - Electronic Signature Date: 2/10/2022

Title: Superintendent

Signature: _____ Date: _____

Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education: Susan McCrone - Electronic Signature Date: 3/21/2022

Title: Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel: Patrick Lord - Electronic Signature Date: 3/29/2022

Department of Education

Office of General Counsel: _____ Date: _____

Office of Attorney General: _____ Date: _____

Form Approval No. 6-FA-49.0

Comptroller: Donna Kohr - Electronic Signature Date: 4/11/2022

Vendor Name: Spring Grove Area SD

Address: 100 E College Ave, Spring Grove, PA 17362

Fed ID #: 236004845

Vendor #: 0000139215

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	223-21-0413	84.425U	\$3,654,518.00	\$3,654,518.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0413	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0413	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0413	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0413	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21-0413	84.425U	\$0.00	\$0.00
ARP ESSER Prior Approval - Other	Federal	223-21-	84.425U	\$0.00	\$0.00

Capital Expenditures		0413			
ARP ESSER Prior Approval - Other Capital Expenditures	Federal	223-21- 0413	84.425U	\$0.00	\$0.00

Grantee agrees to comply with the following terms and conditions:

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

General Federal Requirements:

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

Other Federal Requirements:

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

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

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

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

Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Data and information will be analyzed from the following: Standardized Assessments - PSSA & Keystone results District Assessments - CDTs, Acadience, local benchmarks/assessments Classroom-based Assessments – formative & summative assessments, grades & other performance indicators
Chronic Absenteeism	School teams (including administrators, teachers, counselors, social workers, and psychologists) will analyze attendance data which is stored and accessed from in Sapphire (our SIS). Reports can be generated to allow students who are experiencing chronic absenteeism to be identified, tracked, and supported. Parents and outside agencies will be engaged in the action planning and intervention process.
Student Engagement	School teams (including administrators, teachers, counselors, social workers, and psychologists) will analyze student data which may be housed in our LMS (Schoology/SeeSaw) and our SIS (Sapphire) to identify students and families who are not fully engaged in the educational process.
Social-emotional Well-being	The social-emotional well-being of the students will be analyzed by the school teams (including administrators, teachers, counselors, social workers, and psychologists) to determine the specific needs of individual students. The district has access to supports provided by district personnel (counselors, social worker, and psychologists) and supports provided by outside agencies.
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])	School teams (including administrators, general education teachers, special education teachers, counselors, social workers, and psychologists) will analyze student data that provides a broad picture of each student. Teams will look at: 1) achievement/growth; 2) attendance; 3) individual & family engagement; and 4) social-emotional well-being. Information will be solicited from

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	families and outside agencies to ensure accurate assessments are being made and appropriate action plans are being created.
English learners	School teams (including administrators, general education teachers, special education teachers, EL teachers, counselors, social workers, and psychologists) will analyze student data that provides a broad picture of each student. Teams will look at: 1) achievement/growth; 2) attendance; 3) individual & family engagement; and 4) social-emotional well-being. Information will be solicited from families and outside agencies to ensure accurate assessments are being made and appropriate action plans are being created.
Students experiencing homelessness	School teams (including administrators, teachers, counselors, social workers, and psychologists) will analyze student data that provides a broad picture of each student. Teams will look at: 1) achievement/growth; 2) attendance; 3) individual & family engagement; and 4) social-emotional well-being. Information will be solicited from families and outside agencies to ensure accurate assessments are being made and appropriate action plans are being created.

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	Summer camp (grades K-6) and summer school (grades 7-12) offered to students who have been identified by the school teams as being in need of academic support in one or more core subject areas

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

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

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The Spring Grove Area School District has partnered with an outside agency (True North) and contacted with a concierge service (Care Solace) to provide access to counseling and mental health services to students who are in need.

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.)

Over the past few months, stakeholders have met to develop plans for the use of ARP-ESSER funds. These stakeholders have included administrators (Special Education, Human Resources, Assistant Superintendent, Business Manager, Technology Director), School Leadership team members, teachers, Buildings and Grounds Director, Nutrition Director, and Transportation Director. These groups have developed plans for after/before school activities, remote learning during school closures, summer schools and camps, technology improvements, special education needs to include homeless students and their transportation. Each school in the district has a School Improvement/Comprehensive Planning team which meets multiple times each year to discuss strengths, identify challenges, and create action plans. The staff members included on these teams provide valuable input that is communicated to the Leadership team for analysis and coordination. Our plan is for all of these stakeholder groups to continue to meet throughout the grant period to examine and refine the action plans and prepare the resources necessary as prescribed by the grant guidelines. This will include paying for substitute coverage, to allow staff members time to meet and develop the plans as well as any materials and equipment necessary to create it. Any remaining funds would be dedicated to funding professional development, workshops, and/or conferences specifically chosen to build capacity within our staff.

5. Use of Stakeholder Input

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

The Spring Grove Area School District Administration reports on the development of the plans and the use of these funds at each of our public-school board meetings (twice each month).

Time is set aside at each board meeting for public comment and school board/administrative response. The feedback that is gathered from stakeholders during these public meetings will continue to help guide the action planning and the effective use of funds.

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 process for development of the ARP ESSER funds started with communication and meetings with various stakeholders. From this, a core group of staff have been refining the development of the plan and will take the leadership role in submitting and making the plan public. The development of this plan has been shared publicly numerous times with our school board at public meetings. The plan will be shared with all staff in a communication email specifically directing them to its location on our website. The Spring Grove Community will be able to view the plan at this time as well. The plan will be available in alternate language formats, if requested, or in an alternate format if requested by an individual with a disability.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (**Learning Loss**)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The Spring Grove Area School District will offer a comprehensive variety of evidence-based interventions to address the academic impact of lost instructional time. The method and the delivery of the support will vary based upon developmental levels, age, and content areas. The interventions will involve a summer camp (in grades 1-6, which will focus on both the remediation of skills and enrichment, based on the specific needs of the students), summer school (in grades 7-12, which will focus on content acquisition needed for the earning of credit in math, ELA, science, and social studies), and an extended learning program (which will provide intensive individualized instruction before and/or after school hours). Spring Grove Area School District focuses on the “whole child” and are dedicated to continuing the mindset of “Learning Without Limits” that supports our mission and vision for all students K-12. The effectiveness of these interventions will be evaluated utilizing a team approach. The teachers and administrators, in consultation with parents, counselors, and school psychologists will work collaboratively to determine the specific needs of each student and will regularly monitor their progress. The academic needs (specific strengths and weaknesses) as well as the social and emotional needs of the students will be considered. The interventions will be offered to the students who are displaying the greatest need. The district staff will focus on the academic needs of the students while also considering their attendance, engagement, and social-emotional well-being. The district will partner with the parents/guardians of these most impacted students to ensure that the students and families are aware of the supports that are being offered and the potential benefits of the proposed interventions. The district will invest considerable resources to identify, engage, and support the students who have identified learning gaps due to missed in-person instruction and inconsistent participation in remote learning opportunities. The district will continue to provide a hybrid approach to many of its programs to ensure that we are best meeting the individualized needs of each student and family. Transportation will be provided to allow all students to be able to access the resources and, where appropriate, technology will be leveraged to facilitate the delivery of the supports.

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 Spring Grove Area School District will spend its remaining funds in a variety of ways to

include, HVAC upgrades, Social Worker support, additional PPE related materials that may not be thought of currently and Nutrition Services support. The Spring Grove Area School District is prepared to utilize ESSER CARES funding for HVAC and PPE purchases to be in ready for the start of the 2022-2023 school year and beyond. Preparation for the opening of schools will include a special emphasis on identifying and addressing educational or staff needs in the fall. Improving Indoor Air Quality with replacement exterior HVAC units. Additional Building Automation System Controls to accurately control air flow, humidity readings, and temperature set points. In addition, funding will be used for school repairs to include window and door replacements to improve school health environment and keep students in school. Social worker support for elementary level to address potential issues such as truancy before students become habitually truant by meeting with them as a check in on a consistent basis and expressing how the school community needs each student to be successful. The pandemic has increased the isolation for some students and has impacted the sense of safety and security away from their homes. The social worker is a conduit between home and school. We have noted a significant increase in mental health needs of students in all grades, especially those in younger grades than pre-pandemic. The social worker is also a link to community services and can assist parents in connecting to these services. Funding will also be used to support our Nutrition Services Department with disposable supplies for breakfast and lunch. These supplies include prewrapped utensils and individual serving plates, cups, bowls. Also, drive up meal support for District students. Meal support includes equipment to hold and serve food from outside location, PPE for staff, Disposable and one time use service items. Funding will support Spring Groves Health and Safety Plan as it relates to mitigation strategies. The Spring Grove Area School District will, to the greatest extent practicable, 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 in order to continuously and safely open and operate schools for 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)

Not Applicable

10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,654,518	20%	730,904

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

11. Capacity for Data Collection and Reporting

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

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The district utilizes "data analysis" days (AM-early dismissal, PM-teacher in-service) to allow administrators, teachers, counselors, social workers, and psychologists time to collect and analyze student data. Additionally, teachers work with administrators on a regular basis during common "collaboration time" to identify strengths and weaknesses of students and create action plans to encourage the differentiation that is needed. Each school has a School Improvement Team that looks at school-wide data to inform and guide the continuous improvement at each building.
Opportunity to learn measures (see help text)	All students in the Spring Grove Area School District are issued an iPad for their use at school and at-home. The students in grades K-2 use SeeSaw as their digital home-base, while students in grades 3-12 use Schoology. Teachers are provided professional development in how to best incorporate technology into the classroom, including how to utilize Zoom to connect with students who are not physically present in the classroom. Students and families who need technology assistance have access to resources that are provided in a variety of forms (website, Schoology, helpdesk). Families without internet access are provided "hotspots" to ensure that they are able to access all curricular materials via their district issued iPad. The district is able to track, collect, and analyze data regarding student and staff access and engagement using the tools associated with our systems (for example: Sapphire, Schoology, SeeSaw, Lightspeed, and Google)
Jobs created and retained (by number of FTEs and position type) (see help text)	Currently, no new jobs have been created or retained with ESSER funds. Funds have been used to retain existing staff and to hire temporary positions during the school year and summer and after school.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district will be able to track and analyze the student participation in the summer (summer camp & summer school) and extended learning programs each year. The district will utilize the tools built into the SIS (Sapphire) to access, track, and analyze the data from the students involved in these programs. Additionally, secondary students will be utilizing online tools (Odysseyware and/or Edgenuity) to access the specific content. These tools will allow the collection and storage of individual student learning with will be used to determine the future learning plan for each student

	Data Collection and Analysis Plan (including plan to disaggregate data)
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Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual

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

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



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



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



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



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

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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$3,654,518.00

Allocation

\$3,654,518.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$85,000.00	Supplies for Special Education
1000 - Instruction	600 - Supplies	\$33,000.00	Virtual reality software and supplies
1000 - Instruction	100 - Salaries	\$375,000.00	Salaries for staff , summer, afterschool.
1000 - Instruction	200 - Benefits	\$98,000.00	Benefits for staff
1000 - Instruction	100 - Salaries	\$276,000.00	Incentive program for remote learning instructions
1000 - Instruction	100 - Salaries	\$43,000.00	Incentive for Admin
1000 - Instruction	100 - Salaries	\$68,000.00	Incentive for Subsitute teachers during COVID
1000 - Instruction	100 - Salaries	\$21,000.00	Wage increase to Instructional classroom aides
1000 - Instruction	600 - Supplies	\$300,000.00	Laptops for staff , remote learning

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$23,000.00	Bikes, helmets, supplies for outdoor class
1000 - Instruction	300 - Purchased Professional and Technical Services	\$180,000.00	Professional development leader in me
1000 - Instruction	300 - Purchased Professional and Technical Services	\$96,518.00	Frontline PD software for teaching staff to track performance.
		\$1,598,518.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,654,518.00

Allocation

\$3,654,518.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$185,000.00	Transportation for students in summer programs.
2600 - Operation and Maintenance	600 - Supplies	\$395,000.00	upgrades to HVAC systems in the district
2000 - SUPPORT SERVICES	100 - Salaries	\$18,000.00	Incentive for Level 5
3100 - Food Services	100 - Salaries	\$40,000.00	COVID meal distribution - Nutrition
2000 - SUPPORT SERVICES	100 - Salaries	\$191,000.00	Incentive for support staff working during COVID to keep schools open
2600 - Operation and Maintenance	500 - Other Purchased Services	\$285,000.00	Install CAT 6 cabling at New Salem and Paradise Elementary School
2200 - Staff Support Services	400 - Purchased Property Services	\$400,000.00	Ipads for 2022-23
2200 - Staff Support Services	600 - Supplies	\$60,000.00	Ipad Protection cases

Function	Object	Amount	Description
2200 - Staff Support Services	400 - Purchased Property Services	\$100,000.00	Equipment for Remote learning presentation room
2200 - Staff Support Services	600 - Supplies	\$65,000.00	Supplies for remote learning presentation room
2500 - Business Support Services	300 - Purchased Professional and Technical Services	\$51,000.00	Forecast 5 student and business software
2400 - Health Support Services	600 - Supplies	\$91,000.00	Equipment for district nurses and health rooms
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$50,000.00	Outdoor biking trails, disc golf and sand volleyball
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$125,000.00	IAC renovations for seperation of indoor spaces
		\$2,056,000.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$783,000.00	\$98,000.00	\$276,518.00	\$0.00	\$0.00	\$333,000.00	\$0.00	\$1,490,518.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,000.00	\$0.00	\$23,000.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$85,000.00	\$0.00	\$85,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$209,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$209,000.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$500,000.00	\$0.00	\$125,000.00	\$0.00	\$625,000.00
2300 SUPPORT								

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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	\$91,000.00	\$0.00	\$91,000.00
2500 Business Support Services	\$0.00	\$0.00	\$51,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,000.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$175,000.00	\$0.00	\$285,000.00	\$395,000.00	\$0.00	\$855,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$185,000.00	\$0.00	\$0.00	\$185,000.00
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	\$40,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,032,000.00	\$98,000.00	\$502,518.00	\$500,000.00	\$470,000.00	\$1,052,000.00	\$0.00	\$3,654,518.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$3,654,518.00

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

Replacement of aged HVAC equipment located at our Spring Grove Intermediate School.

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	325,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

Yes

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operation	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

The Integrated Arts Center has evolved into an educational environment that blends academics, passions projects, and experiential learning in one space. To better meet the needs of our students, and to further the evolution of this space, we are repurposing the circulation desk. Rather than having a traditional circulation desk, found in most libraries, we will integrate half of the desk into a new, student run café, and the other half will be used for the student run student tech helpdesk.

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	95,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

Yes

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

Installation of CAT 6 cable to Paradise Elementary School and New Salem Elementary School for increased WiFi and connection for learning.

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	275,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

N/A

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

Staff laptops for teachers to provide remote learning as well as improved platforms for instruction

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	300,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

N/A

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

iPads for students to include protective cases

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	460,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

N/A

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

In order to address learning needs of our students updated equipment is needed to keep our schools open, The vital signs monitors, audiometers, vision screeners and other diagnostic tools will update equipment that has been in place for more than 20 years. Current scales do not have BMI functionality. Current stadiometer arms on scales are not stable enough. Screening students can aid in early referral and treatment and improve learning. The Spot vision screener and the Pilot audiometer are designed to screen students who have difficulty or are not able to screen with traditional methods.

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	88,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

N/A

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

Yes

Section: Narratives - Capital Expenditures Detail

PA Department of Education

Request for Prior Approval

Other Capital Expenditures/Improvements funded under ESSER

1. LEA Name:

Spring Grove Area School District

2. AUN#:

112676703

3. LEA Contact Information

	Name	Job Title	Email
Superintendent/CEO	Dr. George Ioannidis	Superintendent	ioannidg@sgasd.org
Contact Name	Mark A. Czapp	Director of Business Operations	czappm@sgasd.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.

Facilities & Grounds Upgrade Examples:

- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
- Improving indoor air quality, including installation of mechanical ventilation and/or advanced filtration systems and/or upgrading HVAC systems
- Undertaking the remediation of mold, lead, and other sources of poor indoor air quality
- Replacing windows to allow for improved intake of fresh air
- Upgrading facilities to comply with American Disabilities Act requirements
- Repairing or replacing roofing in certain circumstances
- Replacing plumbing to ensure safe drinking water
- Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning
- Creating outdoor classroom spaces and/or outdoor eating areas

Type of Project: Other Capital Expenditures/Improvements

4. Describe the proposed project that is requested to be funded in full or in part from federal

ESSER funds. (3000 characters)

To support learning loss the district will be investing in remote learning rooms that are equipped to make virtual presentations. It will include the right tools to support our teaching staff to make virtual learning courses.

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 LEA has read both sections of 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) and has internally met and agreed that this project will meet or exceed those requirements. Resources that will be used are School Board Policies, local auditors, and school district solicitor.

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

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

	ARP Act (ESSER III – 9/30/2024)	State/Local Funds
Total Cost	165,000	

Section: Narratives - Assurances

Assurances - By reviewing and agreeing to the assurance statements below, the LEA is verifying that the approved projects

7. 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.

Yes

8. LEAs will comply with Davis-Bacon Act:

- Applicable to all federal contracts and subcontracts over \$2,000 for:
 - o construction
 - o alteration
 - o repairs
 - o painting/decorating
- Rule – must pay workers no less than the locally prevailing wage and fringe benefits for corresponding work in the area (Department of Labor)

Yes

9. If an LEA uses funds for HVAC systems, the US Education Department’s regulation at 34 CFR§75.616(c) requires the use of American Society of Heating, Refrigeration and Air Conditioning Engineers (ASHRAE) standards.

N/A

10. 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.