

## **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>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Comparison data from aggregate years prior to COVID pandemic analyzed. PSSA preliminary data, feedback from various benchmarks (Study Island) reviewed. All data sets will be compared to subsequent years of data (2021-22, 2022-23, 2023- 24 school years).
<b>Chronic Absenteeism</b>	Building principals analyzed student grades, attendance, aggregate information on course credits attempted/completed data using student information system. Truancy filings, reports on the number of students deemed chronically absent were analyzed and compiled. Comparison data from aggregate years prior to COVID pandemic analyzed. All data sets will be compared to subsequent years of data (2021-22, 2022-23, 2023- 24 school years).
<b>Student Engagement</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of extra-curricular activity participants, comparison data from aggregate years prior to COVID pandemic were analyzed. All data sets will be compared to subsequent years of data (2021-22, 2022-23, 2023- 24 school years) compiled.
<b>Social-emotional Well-being</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. District Safe Schools Report, SASD student discipline data, Comparison data from aggregate years prior to COVID pandemic analyzed. All data sets will be compared to subsequent years of data (2021-22, 2022-23, 2023- 24 school years).
<b>Other Indicators</b>	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Comparison data from aggregate years prior to COVID pandemic analyzed. All data sets will be compared to subsequent years of data (2021-22, 2022-23, 2023- 24 school years).

**Documenting Disproportionate Impacts**

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

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure</b>
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	impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Number of failed courses compiled. Comparison data from aggregate years prior to COVID pandemic analyzed. Student behavior, participation rates of students with disabilities analyzed.
Students from low-income families	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Comparison data from aggregate years prior to COVID pandemic analyzed. Student behavior, participation rates of students from low-income families analyzed.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Building principals analyzed student grades, attendance, course credits attempted/completed data using student information system. Comparison data from aggregate years prior to COVID pandemic analyzed for historically low - performing students. Student behavior, participation rates of students with disabilities analyzed and historically lower performing students.

### Reflecting on Local Strategies

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

	Strategy Description
<b>Strategy #1</b>	Students from low-income families, along with children with disabilities have been shown to benefit from increased one-one interventions with reading, English Language Arts, and Math instruction. Using strategic academic tutoring, temporary staffing changes to support accelerated learning, strategic staff deployment, reducing class size in grades K-8, and utilizing intervention teachers, our students demonstrate growth. Structured in-school supports during Common Remediation/Guided Reading, scaffolded supports, along with after-school and summer school programs have shown promise in improving academic standing for SASD students.

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:**

Historically Underperforming Students- Students identified as having historically performed at below basic and basic levels on statewide assessments (PSSA and Keystone Exams).

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.**

Historically Underperforming Students- Students identified as having historically performed at below basic and basic levels on statewide assessments (PSSA and Keystone Exams).

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

	Strategy Description
<b>Strategy #2</b>	<p>Bolstering staff to address students social and emotional needs through utilizing innovative staffing models that employ administration, teachers, guidance counselor, and para-professionals to best meet the complex needs of our students. Social-emotional skills have been incorporated into our elementary school, and Positive Behavior Intervention and Support has been effective in grades K-6. We believe implementing the PBIS model in grades 7-8 will provide progress and a reconnect with truant students. Students can better access more customized solutions and have more opportunities to close opportunity and access gaps with better systems of support in place. The goal is to improve our supports for our students through improved access to a safe and supportive school climate, while also lower our at-risk students identified through attendance, behavior, and academic failure.</p>

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

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

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

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

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

- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

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

	Strategy Description
Strategy #3	

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

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

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

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

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

- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

Discussions held at the public school board meetings in April, May, June, July 2021 in regards to the development of a plan to identify targeted improvement of the Smethport Area School District using ESSER III/American Rescue Plan funds. Process of identifying needs included meetings with the superintendent of schools and the administrative team. Proposed uses of ARP ESSER funds highlighted at family engagement meeting with elementary school parents in June 2021. Smethport Area School District conducted a detailed Professional Development Survey in April of 2021. Over 100 responses were garnered from staff members. Proposed use/ explanation of ARP/ESSER funds discussed with high school faculty in April and May 2021 faculty meetings/ Back to School informational session held on August 20, 2021, with all Smethport Area School District staff members. District administration met with teacher union leadership team in August 2021 and discussed use of ARP/ESSER to fund targeted positions designed to address learning loss and accelerate learning. Smethport Area School District made use of its one-call system to alert all parent and student stakeholders of the availability of a survey to gauge stakeholder interest in categories for use of ARP ESSER funds. Over 140 stakeholders completed the survey. The survey was available via a simple link using our text alert system, and completed using a mobile device.

#### **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)**

Professional development survey of Smethport Area School District staff members garnered responses that identified student motivation to be a chief concern of 74.8% of respondents.



Professional development survey also listed "learning loss from the Pandemic" as a key concern (37.8% of respondents) disrespect of students (37.4% of respondents) and class size reduction (33.3% of respondents) as areas of concern. Request for additional aides/teachers was listed by 26.7% of respondents. Public survey results indicated highest results for new curriculum opportunities (69% of respondents), providing mental health supports to students and staff (57%), and additional academic tutoring and intervention (56%). Use of ARP/ESSER Funds discussed as part of ongoing budget discussions with administrators and board of education in April, May, June of 2021. Administrator feedback indicated a need for additional tutoring and intervention, smaller class size in specific grade levels, necessity of compiling data necessary for analyzing learning loss and impacts on specific subgroups. SASD used feedback to develop a plan based on impact with our learners through personnel and necessary staffing. Additional opportunities for learning through after-school and summer school was piloted in summer of 2021 with success according to administrators.

#### **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)**

Smethport Area School District will post the LEA Plan for the Use of ARP ESSER Funds on the district website at [www.smethportschools.com](http://www.smethportschools.com). The LEA Plan for the Use of ESSER Funds will also be linked from both our elementary and high school Facebook accounts. Superintendent will inform the board of education of the ARP-ESSER Plan at public work session and monthly voting meeting. The LEA Plan will be also available for review at the District office.

## **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.

SASD noticed numerous indicators of academic progress which suffered as a result of the COVID-10 Pandemic. SASD will utilize a K-12 Assistant Principal to oversee the implementation of the Safety and Security Plan, and implement targeted programs to assist the homeless population, address the growing list of at-risk students who suffered learning loss. K-12 Assistant Principal will serve as link to the District's Student Assistance Program. K-12 Assistant Principal will lead efforts to reduce suspensions by implementing research-based Positive School-Wide Positive Behavior (PBSS) and Support at grades K-8. Goal will be to reduce at-risk students in grades K-12. Cost of funding the K-12 Assistant Principal over three years is \$334,086.23 (school years 2021-22, 2022-23, and 2023-24). SASD will employ one new intervention teacher at the elementary level to assist with Targeted Reading Intervention, Leveled Literacy Intervention programs, intensive tutoring during the school day. Employment of this elementary teacher will continue for three years. District administrators will routinely check benchmarking data, student performance on classroom subjects of ELA and math, PSSA results, to determine academic progress of students participating in programming to address learning loss. Cost of this position is \$180,094.29 for three years. SASD will employ an additional ELA instructor at the junior high school to facilitate and expand learning opportunities. Targeted intervention of learning loss through targeted reading and ELA interventions to occur in an in-school "Common Remediation" daily program. ELA teacher at the high school will be deployed at the junior high level to assist in class-size reduction and implement targeted strategies to boost students performance for students who were unsuccessful in ELA in 2020-21. Cost of this position for three years is \$197,156.69. SASD will fund Mandatory Summer School for grades 1-12 in the summer of 2022, 2023, and 2024 at the elementary and junior-senior high school. This program will target credit-recovery through the employment of SASD teachers to push students towards recovering deficient credits and progress toward graduation/promotion due to learning loss during the COVID-19 pandemic. SASD will track retentions and credit recovery success of the program. Program piloted in 2021 with much success. Cost of Mandatory Summer School will be \$71,937 for three years. SASD will operate School-Based After School Program called "Campus Center" for grades K-12 at a cost of \$25,376.11 over three years. Program will take referrals from teachers and parents to offer 1 hour of tutoring provided by SASD teaching staff to at-risk academic students. Data on attendance and academic performance will be tallied and analyzed for effect of the intervention on students who attend the program.

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

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

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and

Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

a. SASD will sustain a guidance counselor at grades K-6 to foster the development of students' academic and emotional needs. Cost of SASD to maintain the services of a full time guidance counselor at grades K-6 is \$225,617 over three years. SASD will continue to employ a fifth mathematics instructor at the grade 7-12 building. Three year cost of this position is \$203,343. SASD will continue to employ an ELA teacher in grades 7-12 to address academic needs and continue to offer upper-level Advanced Placement course at the high school. Cost of funding this position is \$180,094 over three years. SASD will sustain employment of an aide for special education at the high school level to be targeted to work with special education students. Three year cost of this position is \$147,801. Ed Insight, Inc. comprehensive student assessment and data housing aligned to PA Standards to best track effectiveness of ARP monies on student outcomes. Three year contract \$31,036. b. SASD will employ an additional teacher at the grade 4 level with the purpose of ensuring smaller, more effective class size for equity of instructional delivery to all grade 4 students. Three year cost of this position is \$311,510. SASD will employ a paraprofessional at the elementary grade level assigned to the Emotional Support class to provide equity and individual interventions. Three year cost of \$95,056. SASD will continue employment of a paraprofessional at the elementary school to assist with reading and individual tutoring. Three year cost will be \$163,674. b. and c. As staff shortages due to COVID-19 protocols coupled with less teachers/aides available in our substitute teacher/aide lists, SASD will employ full-time substitute aide positions for the next three years. These positions provide staff to work with our students who are well-versed on building protocols for health and safety and technology use. Two full-time substitute teachers over three years will cost \$191,268. One full-time substitute paraprofessional over three years will cost \$69,138. b. To provide better access to instruction in the key area of career and work education, SASD will partner with the Potter County Education Council to provide a school-based career counselor. Cost of this position is \$48,600 over three years. This position will work closely with the area employers to facilitate career-based experiences and address the career and work standards. a./b. Extended-School Year Program - SASD will continue to provide Extended School Year services for students in the summer for grades K-12. The District provides opportunity for special populations to learn new skills, maintain meaningful academic gains. The three year cost of the ESY program is \$61,755. c. d. For prevention and control of and to reduce risk of virus transmission, SASD will employ an additional custodian/cleaner for three years. Cost of position is \$57,735.

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

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

**(3,000 characters max)**

"Not Applicable"

### 10. 20% Reservation Calculation

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

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	2,687,974	20%	537,595

**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>	Each building principal will report data at grade level team meetings (grades K-8) and at monthly faculty meetings. Superintendent and principals will share state assessment data at public board meetings and annual Back to School in-service with all staff. Public reporting provided through established principals reports to the Board of Education at monthly public meetings. Use of student information system provides opportunity to quickly distinguish impacts on subgroups. Absentee, aggregate discipline statistics, participation rates in extra-curricular activities will be compiled.
<b>Opportunity to learn measures (see help text)</b>	Results from professional development surveys for spring 2022, 2023, and 2024 will be assessed. ARP-ESSER funds impacts to be included in survey. Smethport Area School District will conduct school climate survey for late 2021- early 2022 and compare to school climate survey results in 2023 and 2024 to assess impact of ARP-ESSER funds on school climate, effectiveness of PBIS in grades K-8. Student participation rates in after school programs and summer school to be compiled annually. Attendance rate to be compared with baseline data from 2020-21 school year.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	FTE = 1 New Administrative/Supervisory FTE = 3 New Classroom Teachers FTE = 2 New Support Aides FTE = 4 Existing Classroom Teachers FTE = 1 Existing Coordinate Services - Guidance FTE = 3 Existing Support Aides
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Smethport Area SD will collect and monitor attendance logs of students participating in the elementary and high school Campus Center programs. Summer school enrollments in both the elementary and high school programs will be tracked over three years. Program effectiveness monitored by success rate of credit-recovery program (students attempting courses/success rate).

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP



Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,689,887.00

**Allocation**

\$2,689,887.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$162,710.00	MATH TEACHER SALARY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$40,633.95	MATH TEACHER BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$56,331.74	HIGH SCHOOL LIFE SKILLS AIDE WAGES
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,549.19	HIGH SCHOOL LIFE SKILLS AIDE BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$193,679.00	EXTRA 4TH GRADE TEACHER SALARY

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$117,831.50	EXTRA 4TH GRADE TEACHER BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$56,331.74	NEW EMOTIONAL SUPPORT AIDE WAGES
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$38,724.51	NEW EMOTIONAL SUPPPORT AIDE BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$142,946.00	EXTRA HIGH SCHOOL ELA TEACHER SALARY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$54,210.69	EXTRA HIGH SCHOOL ELA TEACHER BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$69,745.20	EXTRA ELEMENTARY AIDE - SALARY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$93,929.47	EXTRA ELEMENTARY AIDE BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$56,331.74	HS LIFE SKILLS AIDE - SALARY

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$91,469.43	HS LIFE SKILLS AIDE BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$142,946.00	HS ELA TEACHER - SALARY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$37,148.29	HS ELA TEACHER BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$142,946.00	CYBER/READING GRADE 3 EXTRA TEACHER - SALARY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$37,148.29	CYBER/READING GRADE 3 EXTRA TEACHER BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$81,000.00	TEMP. COVID-19 TEACHING POSITION ELEMENTARY - SALARY
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$14,634.82	TEMP. COVID-19 TEACHING POSITION BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$81,000.00	TEMP. COVID-19 TEACHING POSITION HIGH SCHOOL - SALARY

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$14,634.82	TEMP. COVID-19 TEACHING POSITION BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$48,600.00	TEMP. COVID-19 AIDE POSITION ELEMENTARY/HIGH SCHOOL - SALARY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$20,538.81	TEMP. COVID-19 AIDE POSITION ELEMENTARY/HIGH SCHOOL BENEFITS - MEDICAL, DENTAL, LIFE, FICA, & RETIREMENT
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$52,845.42	ESY PROGRAM - TEACHER & AIDE WAGES
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,910.00	ESY PROGRAM - TEACHER & AIDE BENEFITS - FICA & RETIREMENT
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$61,500.00	SUMMER SCHOOL TEACHER & AIDE WAGES
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$10,437.78	SUMMER SCHOOL TEACHER & AIDE BENEFITS - FICA & RETIREMENT
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$13,440.00	OTHER AFTER SCHOOL PROGRAMS TEACHER & AIDE WAGES

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,281.04	OTHER AFTER SCHOOL PROGRAMS TEACHER & AIDE BENEFITS - FICA & RETIREMENT
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$21,600.00	CAMPUS CENTER TUTORING TEACHER WAGES
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$3,776.11	CAMPUS CENTER TUTORING TEACHER BENEFITS - FICA & RETIREMENT
		<b>\$1,992,811.54</b>	



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

**BUDGET OVERVIEW**

**Budget**

\$2,689,887.00

**Allocation**

\$2,689,887.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$33,600.00	CAREER COUNSELOR - PROFESSIONAL SERVICE - CONTRACT
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$15,000.00	SUPPLIES FOR CAREER COUNSELOR PROGRAM
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$215,293.75	K-12 ASST. PRINCIPAL SALARY
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$118,792.48	K-12 ASST. PRINCIPAL BENEFITS - MEDICAL, DENTAL, LIFE, FICA & RETIREMENT
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$148,946.00	GUIDANCE COUNSELOR ELEMENTARY - SALARY
			GUIDANCE

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$76,671.34	COUNSELOR ELEMENTARY BENEFITS - MEDICAL, DENTAL, LIFE, FICA & RETIREMENT
2600 - Operation and Maintenance	100 - Salaries	\$48,600.00	EXTRA CUSTODIAN SALARY
2600 - Operation and Maintenance	200 - Benefits	\$9,135.89	EXTRA CUSTODIAN BENEFITS
2200 - Staff Support Services	400 - Purchased Property Services	\$31,036.00	CIAD SOFTWARE
		<b>\$697,075.46</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	\$947,227.00	\$316,242.36	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,263,469.36
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$340,185.84	\$276,121.41	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$616,307.25
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	\$96,540.00	\$16,494.93	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$113,034.93
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	\$148,946.00	\$76,671.34	\$33,600.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$274,217.34
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$31,036.00	\$0.00	\$0.00	\$0.00	\$31,036.00

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	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>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$215,293.75	\$118,792.48	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$334,086.23
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$48,600.00	\$9,135.89	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,735.89
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$1,796,792.59</b>	<b>\$813,458.41</b>	<b>\$33,600.00</b>	<b>\$31,036.00</b>	<b>\$0.00</b>	<b>\$15,000.00</b>	<b>\$0.00</b>	<b>\$2,689,887.00</b>

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	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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,689,887.00