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	During the 2020-2021 school year, Shippensburg Area School District changed instructional modes due to COVID mutliple times throughout the school year. At the K-3 lever, students started by attending school on a 2-day per week hybrid schedule, then we moved to full virtual instruction from Thanksgiving through February, then back for 4-day per week hybrid to complete the school year. Students in grades 4 and 5 began the year virtually, then started 2-day per week hybrid in late September, then went virtual from Thanksgiving through February, then completed the school year on a 4-day per week hybrid schedule. Students in grades 6-12 were in virtual instruction from the start of the school year through February and returned to a 4-day per week hybrid schedule for the remainder of the school year. These modes of instruction had tremendous impact on students with the loss of instructional time. Teachers and families noted that at the K-5 level, students attending 2-days per week were losing instruction to excessive review and lack of fully instructing to the depth of standards given the time for synchronous instruction. Teachers, students, and families at the 6-12 level were given abundant synchronous instruction during virtual and in-person learning; however, it was reported from students and families that virtual learning difficult to get the face to face help needed to be successful. Analyzing Acadience, i-Ready, and PSSA data, there was roughly a 10% average drop in proficiency in literacy at each grade level and between a 15% and 25% drop in mathematics at each grade level. The hypothesis for the drop in proficiency is due to the lack of depth the standards were taught to at the K-5 level due to hybrid and virtual learning. At the 6-12 level, the virtual instruction for the first part of the year lead to much disengagement from students.
Chronic Absenteeism	During asynchronous learning days for hybrid instruction (both 2-day and 4-day) Chronic Absenteeism increased at the K-5 level when compared to full in-person instruction and full-virtual learning. Since 2-day hybrid option contained three asynchronous learning days, this mode of learning was not beneficial for many students at the K-3 level when compared to 4-day hybrid learning or full in-person or full-virtual. At the 6-12 level, Chronic Absenteeism increased drastically during full-virtual learning when compared to full in-person instruction or 4-day hybrid learning; though during the 4-day hybrid, chronically absent students were not in attendance on the asynchronous learning day. This data was compiled utilizing our SIS as well as principal SAIP meetings and number of court referrals and CYS referrals during the various modes of instruction during the 2020-2021 school year.
	Student engagement was measured by students actively participating in

	Methods Used to Understand Each Type of Impact
Student Engagement	both in-person and virtual learning modes during the 2020-2021 school year as measured by attendance during teacher Zoom sessions and completion of virtual learning activities. Student engagement decreased significantly during virtual learning correlating to the Chronic Absenteeism and Lost Instructional Time. We are currently analyzing the drop in PSSA scores to determine the impact of Chronic Absenteeism and Student Engagement on the decrease in standardized test scores.
Social-emotional Well-being	Students in grades 6, 8, 10, and 12 will be participating in the 2021 PAYS survey to inform the district of student behaviors and mental well-being. Additionally, students in grades 3-5 and 6-12 will participate in the Panorama Social-Emotional Learning Survey. Staff and faculty members will also complete the Social-Emotional Learning Survey for Staff and Teachers.
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])	During the 2021-2022 school year, Shippensburg Area School District has developed tiered support systems within special education to ensure a continuum of services for all students in grades K-12 to meet their instructional needs. Teachers will be progress monitoring special education students utilizing AIMSweb to show progress towards special education goals with specified interventions. Student progress towards grade level standards will also be monitored utilizing I-Ready and Acadience data (K-5) and IXL data (6-12). Student attendance data will be monitored utilizing Skyward. Students absent from school will receive phone calls home to inform families of the importance of attendance at school. Students with continued attendance issues will move through the Student Attendance Improvement Plan process.
	ACCESS data will be utilized K-12 to measure the impact of the pandemic on language acquisition

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	for students and determine needs to accelerate learning through curricular changes in the program.Student progress towards grade level standards will also be monitored utilizing I-Ready and Acadience data (K-5) and IXL data (6-12). Student attendance data will be monitored utilizing Skyward. Students absent from school will receive phone calls home to inform families of the importance of attendance at school. Students with continued attendance issues will move through the Student Attendance Improvement Plan process.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Student progress towards grade level standards will also be monitored utilizing I-Ready and Acadience data (K-5) and IXL data (6-12). Student attendance data will be monitored utilizing Skyward. Students absent from school will receive phone calls home to inform families of the importance of attendance at school. Students with continued attendance issues will move through the Student Attendance Improvement Plan process.

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	Instructional Coaching: Instructional Coaches in both literacy and mathematics will be working with teachers in grades K-5 to help them learn how to interpret data to show student learning gaps, understand prerequisite learning necessary to meet grade level standards, and model evidence-based instructional strategies to accelerate student learning to close gaps and continue with learning grade level standards.

   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	Texting with Parents: Utilizing a text-based communication system to provide 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threatened parents' ability to get their child to school regularly. The LEA will be utilizing Skyward to call and email families information about the importance of attendance and open communication to

	Strategy Description
	remove barriers families are facing impacting student attendance.

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	Summer and After School Programming: Identifying students at risk for academic loss and social-emotional well-being are invited to participate in small group sessions for Summer Academy and After School Programming. Both these will focus on accelerating learning for the at-risk students and social emitional learning and mentorship being provided by the more intimate classroom setting. Facilitators are expected to build personal relationships with students and form relationships between students to support their social-emotional well-being.

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

☑ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☑ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The LEA engaged a small group of stakeholders to determine focus needs for the district due to COVID. This small group consisted of school and district administrators and teachers. The focused needs and proposed plan of action were presented during two community meetings via Zoom to ensure access to whomever wished to join. The purpose of the community meetings was to seek feedback on the proposed plan of actions and make adjustments to ensure the plan met the various needs of our stakeholder groups.

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)**

During our initial development of the plan, we utilized stakeholder input to address high area needs in the district in terms of summer programming, after school programming, and positions as instructional coaches and interventionists to assist teachers with accelerate learning to close achievement gaps and remediate the tier III students that had increased during the pandemic. After hearing feedback from the stakeholder groups that they were concerned about the number of temporary positions (being funded with three year funding) that would need to be furloughed after the grant funding expired. We took into account that feedback and streamlined the number of positions being funded with ESSER money. The positions still allowed for teachers to be supported with instructional coaching to accelerate learning and allowed for more interventionists to meet the needs of tier III students. We will continue to seek stakeholder feedback as we continue to refine our plan to meet the needs of our student population.

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)**

ESSER fund planning began in 2021 after the release of ARP ESSER fund allocations to LEAs. The planning began with several small focus group meetings to identify the needs of students that existed because of the learning structures due to COVID-19. The focus group focused on areas of accelerated learning for all students, remediation for tier III students, and building projects to ensure safe return to in-person learning for students. This plan was presented in public form at two community meetings to seek additional stakeholder feedback on the plan. After taking into account stakeholder feedback, the plan was revised and approved as part of the budget planning process by the Shippensburg Area School Board. The LEA plan for use of ESSER funds is posted on the District website under the budget approval for the 2021-2022 school year and will continue to be part of the budgeting process and posted under the budget for the 2022-2023 school year and 2023-2023 school year under it's own funding source of ESSER funds.

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 LEA will be utilizing ARP ESSER funds to support partial salaries and benefits and student transportation for summer programming to provide high-dosage tutoring and accelerate learning for students who were impacted from school closures and virtual learning due to COVID-19. These students were identified at the K-5 level utilizing mid-year 2020-2021 benchmark scores in Acadience and IReady in comparison to their mid-year 2019-2020 benchmark scores. Students who decreased in their proficiency level scores were invited to Summer Academy. Students who showed chronic absenteeism or lack of engagement were also invited to participate. At the 6-12 level, students who failed coursework in either their ELA or math class or showed chronic absenteeism were invited to participate in Summer Academy. Teachers were selected for Summer Academy to keep class sizes to a maximum of 15 students to allow for more personalized learning. Next year course key standards and pre-requisite skills were identified to accelerate learning during the Summer Academy sessions. To measure the impact of Summer Academy on student learning, students took a beginning and end of program assessment where scores were analyzed for student growth in proficiency. Additionally, students are being tracked through the 2021-2022 school year. At the K-5 level, beginning of year I-Ready and Acadience scores are being utilized to measure impact and retention of skills taught during summer academy. At the 6-12 level, students next course grades and work completion are being utilized to assess the impact of Summer Academy. The LEA will also be utilizing ARP ESSER funds to support salaries and benefits for after school programming as well as transportation for students home from after school programming K-12. Students will be invited to participate in after school programming based on their participation in Summer Academy and students who are scoring below benchmark on their beginning of year assessments (K-8). Students in grades 9-12 will be invited to participate in after school programming based on their participation in Summer Academy and their performance in current coursework. The after school programming will provide intensive tutoring sessions to students to ensure academic gaps are closed to allow for access to grade level material.The LEA is utilizing ARP ESSER funds to pay for salaries and benefits for two instructional coaches (math and literacy) at the K-5 level. The instructional coaches will be working with classroom teachers to identify the pre-requisite learning necessary for students to access their grade level standards and how to teach those pre-requisite skills while instructing the grade level standards to accelerate student learning. Two interventionists salaries and benefits have been added to the Middle School to provide tier III interventions to students who have dropped significantly below grade level.

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 remaining ARP ESSER funds are being utilized for facility improvements at Shippensburg Area Middle School. During the 2020-2021 school year, a major factor impeding in-person instruction at Shippensburg Area Middle School was the size of the Middle School Cafeteria and the inability to distance students to even a two-foot distance. The Middle School Cafeteria is designed to have a capacity of 345 students. Though this is the fire code capacity, the current largest class of 285 students fit into the cafeteria with no distancing, crowded walkways, and it relies on streamlined entrances and exits into and out of the serving lines. The outdated serving lines creates a student build-up entering the food service area, promoting crowding in small spaces. The proposed expansion of the cafeteria would build the capacity to 600 students and updating service lines to eliminate crowding. This proposed expansion would allow for current classes to eat within the cafeteria, socially distanced, allowing the District to mitigate the spread of COVID-19 and other communicable diseases, and allow for full, daily, in-person instruction with students receiving breakfast and lunch in the school buildings. This project specifically falls into the ARP Act program under Facilities & Grounds "Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning as the Middle School Cafeteria size has been an impediment to the district to following Health and Safety guidelines and returning to full, in-person instruction.During the 2020-2021 school year, a major factor impeding in-person instruction at Shippensburg Area Middle School was the overcrowding of classrooms and the inability to distance students to even a three-foot distance. There were many classrooms that had 33 students, in a classroom designed for 25 students. The proposed addition of 8 classrooms will allow the district to add classes, reduce class-sizes, and allow the District to mitigate the spread of COVID-19 and other communicable diseases while maintaining in-person instruction. This project specifically falls into the ARP Act program under Facilities & Grounds "Undertaking priority school facility repairs and improvements that will accelerate a safe return to in-person learning" as the crowded classrooms have been an impediment to the District to following Health and Safety guidelines and returning to full, in-person instruction.In addition to the construction at the Middle School, the district is planning on spending remaining funds to purchase easy to move, individual desks for the Middle School and High School. Many of the classrooms at both buildings are equipt with collaborative tables, making it impossible to sit students in the classroom and to be spaced apart due to the students being force to sit at collaborative tables. The purchase of these desks will allow them to be paired together when appropriate, during non-pandemic times, but separated when necessary as well.

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)

ARP ESSER funds have been utilized for salary and benefits for a K-5 math coach and K-5 literacy coach. A particular focus to the instructional coaching from the math and literacy coach will be working with teachers at James Burd Elementary School to facilitate Teacher Study Groups (Tier 3-4 Evidence). Though not paid for out of ESSER, we also utilize IReady at James Burd Elementary for math and ELA (Tier 3-4 Evidence). Additionally, LLI (Tier I Evidence) is utilized for small group reading interventions.

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	6,570,013	20%	1,314,003

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	Student progress towards grade level standards will be monitored utilizing I-Ready and Acadience data (K-5) and IXL data (6-12) as well as course grades in grades 6-12. Student data in I-Ready and Acadience can be disaggregated to subgroups including ELL, Racial Subgroups, IEP, and Gender to determine if there are any trends or lack in progress to those students who are historically underserved. Monthly data meetings have been scheduled where grade level teams K-8 and subject level teams 9-12 will analyze their benchmark data and progress monitoring data for their students and look for trends in course grades (6-12) and IXL (6-8) and come up with monthly action plans to address student learning gaps, utilizing TIPS forms, and progress monitor through their next meeting.
Opportunity to learn measures (see help text)	Shippensburg Area School District will be utilizing the Technology and Learning survey provided through Brightbytes to determine student engagement with technology, student access to technology in school and at home (including internet access), and educator access to professional development on the successful integration of technology in the classroom.
Jobs created and retained (by number of FTEs and position type) (see help text)	Shippensburg Area School District will maintain documentation of jobs that have been created in the district by utilization of ARP ESSER funds and jobs that have been retained by completing yearly FTE reports by October 15th. The FTEs will be compared to previous years without utilization of ARP ESSER funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Log sheets will be kept for attendance during Summer Academy and After School Programs funded by ARP ESSER funds. These sheets will have the student names and dates they participated in the programming.

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.

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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[1]. 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.

[1]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.

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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.

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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.

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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.

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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.

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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.

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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

$6,570,013.00

Allocation

$6,570,013.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$969,688.04	Salaries of Summer School teachers and classroom assistants, After School programming teachers, Instructional Coach (math and literacy), math interventionist, reading interventionist, 2 sixth grade positions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$398,712.28	Benefits of Summer School teachers and classroom assistants, After School programming teachers, Instructional Coaches (math and literacy), math interventionist, reading interventionist, 2 sixth grade positions
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$19,892.00	SchoolPace connect to provide digital resources for K-5 teachers to instruct below grade level skills to small groups.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$340,940.00	Salaries of 4.5 Existing Special Education Teachers
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$174,747.00	Benefits of 4.5 Existing Special Education Teachers
		$1,903,979.32	

Section: Budget - Support and Non-Instructional Expenditures

  BUDGET OVERVIEW

  Budget

  $6,570,013.00
  Allocation
  $6,570,013.00

  Budget Over(Under) Allocation

  $0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$4,300,000.00	Middle School Cafeteria Expansion and Middle School Classroom Expansion
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	300 - Purchased Professional and Technical Services	$30,000.00	HS Live Streaming Auditiorium Equipment to live stream board meetings to increase community engagement.
2700 - Student Transportation	300 - Purchased Professional and Technical Services	$180,000.00	Transportation for students in After School Programming and Summer Academy.
2800 - Central Support Services	100 - Salaries	$104,539.68	Partial Salary for COVID Coordinator for 2021-2022, 2022-2023, 2023-2023.
2800 - Central Support Services	200 - Benefits	$51,494.00	Partial Benefits for COVID Coordinator for 2021-2022, 2022-2024, 2023-2024.

		$4,666,033.68	

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	$969,688.04	$398,712.28	$0.00	$0.00	$0.00	$19,892.00	$0.00	$1,388,292.32
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$340,940.00	$174,747.00	$0.00	$0.00	$0.00	$0.00	$0.00	$515,687.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$180,000.00	$0.00	$0.00	$0.00	$0.00	$180,000.00
2800 Central Support Services	$104,539.68	$51,494.00	$0.00	$0.00	$0.00	$0.00	$0.00	$156,033.68
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$4,330,000.00	$0.00	$0.00	$0.00	$0.00	$4,330,000.00
	$1,415,167.72	$624,953.28	$4,510,000.00	$0.00	$0.00	$19,892.00	$0.00	$6,570,013.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$6,570,013.00