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Applicant: 11 5300 UPPER DEERFIELD
TOWNSHIP - Cumberland

Application: American Rescue Plan - ESSER -
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Cycle: Original Application

Project Period:
3/13/2020 - 9/30/2024

Application Sections

American Rescue Plan Consolidated



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LEA Plan for Use Of Funds

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1. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning; ([count] of 2000 maximum characters used)

With school being an integral part of the infrastructure of communities by providing a safe and supportive learning environment for students, it is important to continue with the planning for a full reopening in the fall. Schools being open provide the opportunity for parents, guardian, and caregivers to work. As we move to a full-reopening, our plan includes addressing the health, safety, and wellness of students and staff by continuing with our protocols to mitigate risks. Many students, staff, and caregivers have had interruptions in services due to school building closures and virtual and hybrid learning. The current strategies in place have been strictly implemented as prevention strategies in accordance with the CDC guidelines to allow us to remain safely open for in-person instruction and remain open for all students in the fall. With our current protocols and additional safety measures that are updated based on the guidance, we can ensure mitigation in accordance with the measures provided to the greatest extent possible.

2. How the LEA will 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; ([count] of 2000 maximum characters used)

We will address the academic impact of lost instructional time by providing summer learning and enrichment programs; comprehensive afterschool programs; academic software programs for accelerated learning and skill based assessments; professional development to staff to provide innovative practices in instructional methodologies for accelerated learning and skill based instruction to address deficits. The professional learning communities will analyze the data from our identified students with skill deficits through our comprehensive and ongoing data analysis to determine the needs and supports to offer. These students and others who may be disproportionately impacted by the loss of instructional time will receive assistance in as many areas and offered all the interventions and support to address their needs. A Saturday program will be offered to students as well to address any deficits and provide continuity in the area of accelerated learning.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and ([count] of 2000 maximum characters used)

Our district will use remaining funds consistent with the section of the ARP Act via the following methods: Activities authorized under ESSER, ESSEA, and IDEA; We will purchase additional educational technology, which could include hardware, software, and assessments to identify growth and skill; Continuing to address the academic impact of lost instructional time; Responding to the academic, social, emotional, and mental health needs of all students; maintaining and updating all safety measures to mitigate risks; keeping adequate supplies on hand for cleaning and safety given the potential for shortages; maintaining and purchasing additional materials to remain in compliance with distancing guidelines and keep our system in place to mitigate contact; hiring additional personal for social, emotional and academic support.

4. How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. Under this requirement, an LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA must engage in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

([count] of 2000 maximum characters used)

We will ensure that the interventions to address the academic impact of lost instructional time and the academic, social, emotional, and mental health needs of all students are effective by monitoring student progress, student growth, and student social-emotional needs are met by reviewing data and progress of each student. Observations of programs; academic software programs for accelerated learning and skill based assessments; professional development to staff to provide innovative practices in instructional methodologies for accelerated learning and skill based instruction to address deficits; and review of reports to analyze data will be conducted/collected to review and assess effectiveness of programs. This would include any community based programs in place as well to determine whether changes would need to be made or if the program provides the services to meet the needs of all learners.

5. Additionally, an LEA must engage in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students. ([count] of 2000 maximum characters used)

A successful and equitable school reopening strategy requires engaging the entire school community to establish a safe environment for all educators, school staff, and students and promote trust and confidence. We have reached out to several agencies and held some preliminary discussions with those who attended a

meeting on June 10 to review information and set up plans for assistance to our students.

While the priority of the funds is to safely reopen and sustain safety measures, it is also important to plan to meet the academic, social, emotional, and mental health needs of student resulting from the COVID-19 needs were the focal point of this meeting with the committee and agencies along with planning for correspondence and programs to address these areas collaboratively.

Our diverse population has needs due to various demographic characteristics and serving them is a priority which is why all stakeholders and outside agencies have been in discussion to plan accordingly in order to service our students. Remaining consistent with the health equity considerations, the purpose of our outreach to agencies in addition to our programs is to provide as much opportunity to meet the needs of many underserved individuals from various demographic groups.