

LEA Plan for Use of Funds

District

Stafford Township School District

Funding Source

ARP-ESSER

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;

The funds will be utilized for safety strategies (extra custodians for cleaning throughout the day, as well as extra cafeteria playground assistants at lunch to help the social distancing needed by students at lunch to operate effectively for in-person learning. (We were able to open in-person 5 days a week in 20-21 with these in place, so funding will help maintain this). This will help with keeping social distance and when time comes for contract tracing. We will continue to follow the guidelines given to schools. We had 60% 5 days a week last year, 20% hybrid, so these funds will help us when we have 100% of our students in-person learning. We feel confident we can maintain what is expected of schools to reopen under the most recent CDC guidance come September 2021.

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; (312 of 2000 maximum characters used)

The district will utilize funds to increase basic skills throughout the school day (with an emphasis on not only reading, but for more math intervention at grades 1-2, 3-4 and 5-6) we will utilize the funds to maintain the summer program and after school program started in the summer of 2021 with the CRRSA funds/Learning Acceleration grant, by having the instruction offered beyond the school day. We will utilize the funds to help transport these students to the program who wouldn't necessarily have the means to get there on their own. We will also utilize funds to help maintain high quality assessments to track progress and the use of individualized assistance for all students via the I-Ready, which has a personal learning goal for all students. This is where we will use at least 20% (\$472,757 but most likely more to address the learning loss/provide interventions. We will have a summer remedial program Prek-6, as well as identify students to receive targeted interventions during the school day, or after-school tutoring.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

The majority of our funds focus is on the prevention and mitigation strategies for reopening schools under the recent guidance and addressing the academic impact. The rest will be for professional development, social/emotional learning needs and resources and funding to maintain our current staff. We will offer assistance daily to those in quarantine to prevent them falling further behind with quarantine instruction.

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.

The district is committed to having the summer and after school extending learning time. The district will utilize data reports on the various subgroups within our school community to ensure equitable access to services. The Comprehensive Equity Plan will be reviewed to ensure compliance and action within each school in regards to the academic, social, emotional, and mental health of these students. We are targeting our free/reduced students, ELL and Special education students. We will look at the data of our minority students/homelessness, which is a low percentage of our students and track if they need to participate via I&RS/principal and staff recommendation. We have measures in place for these consultations--our building, district and parent advisory communities, as well consultation at BOE meetings for the public to provide input in the development of the plan. The administration team meets with our STEA on an ongoing basis. Schools have input from students in various ways (older grades 5-6 have a student climate committee); younger grades have surveys, etc. We will also continue (if allowed with CDC guidance) our family engagement events, such as ELL night and STEAM events.

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.

We will continue to reach out to stakeholders in these areas as needed. Being a Prek-6 district, we have low % in some of these areas, but have plans in place for the meaningful consultation as needed, through our school and district advisory committees, which have representatives from the special education families and ELL communities. We have an outreach organization we work with when necessary for the ELL learners.