

Applicant: 01 1410 ESTELL
MANOR CITY -
Atlantic
Application: American Rescue **Project Period:**
Cycle: Plan - ESSER - 00- 3/13/2020 -
Original Application 9/30/2024

American Rescue Plan Consolidated

Application Sections



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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)

We will maintain all the practices as outlined in detail as described in our safe-return plan as it pertains to keeping distance, mask wearing, and following all procedures as per CDC guidance. The district has maintained its alert to prevention by examining absences daily (both staff and students), appropriate contact with the county department of health, upgraded cleaning in the facility, social distancing with students and staff during the school day, and reminders to parents of signs, symptoms, and how to obtain information they may need.

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)

LEA will be supervising the programs implementation and monitoring budgetary expenditures in conjunction with the business administrator and superintendent. Through Start Strong Assessments, the district was able to determine student levels to the extent possible and begin intervention strategies. With the need to expand staffing, the district will use funds to do so as well as morning and afternoon tutoring and extended school year programs.

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 goal is to close any and all achievement gaps that exist with students. In addition to this, we are monitoring individual student data as closely as possible so that if a specific intervention is needed or student is identified as having a disability, we will have a program and measure that meets that individual student with the methods needed to support the learner so he/she can show academic growth. The district has extended before and after tutoring to all students as well as extended school year programs. The district is tracking data carefully for all students to give the necessary support vis co-teaching model and pull-out supports.

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)

Family engagement night and inclusive events during the school day/year in conjunction with our school board and home and school association will allow for meaningful exchange in communication. Additionally communications via phone, email, parent letters, and other application platforms serve to continue dialogue. Our student information systems assists in keeping confidential student information yet also provides us a platform to report on how we are serving socioeconomically disadvantaged students as well as other protected classes. In particular to the Estell Manor School District is the need to support children from low income families inclusive of chronic student absence. Our school counselor's focus will continue to be that of parent involvement and helping parents/guardians to understand the significance of education.

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)

Currently the business administrator, superintendent and supervisor of curriculum, instruction, and special services are communicating with the CRDC and developing Special Education Parent Advisory Group (SEPAG) to make sure there is meaningful, engaging consultation of these representative groups. It is important that the district provide opportunities to share information with parents regarding instructional programs, professional development opportunities, and other matters related to special education, ELLs, and underserved students. Our goal is to bridge the gap between the school district and families through this and other parent involvement committees.