

**Applicant:** 05 0830 CHESTERFIELD  
TOWNSHIP - Burlington  
**Application:** American Rescue Plan -  
ESSER - 00-  
**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)

The district will reserve some of the ARP Non title funds to COVID test weekly for unvaccinated staff.

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 be creating an academic summer and after school program and an enrichment program. The academic program will be based on student need. We will use district assessment data along with teacher recommendations to identify students who would benefit from the program. The program will be individualized to address the specific learning goals for each student. We will have pre and post assessments to determine the effectiveness of the program. We will keep groups small to ensure focused attention. We will be using materials and strategies that follow the recommendations within the Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades Educator's Practice Guide (<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12>) from IES for our math intervention. Our literacy intervention program will have a focus on foundational skills. We will be using a systematic approach to phonics instruction. We will also incorporate the other strands as identified through the science of reading (<https://www.whatisthescienceofreading.org/science-of-reading-guide>). For our students who show gaps in writing, we will be following the recommendations to provide daily writing time and instruction on the writing process as found in Teaching Elementary School Students to Be Effective Writers ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC\\_Elem\\_Writing\\_PG\\_Dec182018.pdf#page=16](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=16)).

We will be providing enrichment clubs in the summer and after school as well. These clubs will help to support the social emotional health of our students while also providing them with additional opportunities to explore STEAM topics and physical education topics.

We will be utilizing small group focused instruction that is individualized base on pre-assessment data and measured by post-assessment. We will be utilizing the recommendations from the following sources;

1. Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades Educator's Practice Guide (<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12>)
2. Teaching Elementary School Students to Be Effective Writers (<https://ies.ed.gov/ncee/wwc/>)

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)

The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (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, students experiencing homelessness, children and youth in foster care, and migratory students),

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)

The district will, through ongoing review, data collection, committee work, and parental involvement, assess and modify as needed the plans to implement mental health support and the academic supports and trainings as identified in this proposal. The addition of a mental health clinician will allow for the opportunity to provide services that might not be otherwise available to students, staff and parents. The academic trainings including Orton Gillingham and Framing Your Thoughts will support all students and provide this support in every area of their academic experience. The foundational skills needed for academic success will be supported through this increased skill and focus by all instructional staff. PLCs, faculty meetings, board meetings, and community groups will be utilized to create ongoing review of outcomes.

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)

Outreach to organizations such as local authorities, community groups, national organizations (such as IDA, Autism Speaks, etc.), and state and county groups will provide for ongoing dialogue to ensure that all stakeholders voices are heard and represented.