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<b>Applicant:</b>	11 1120 DOWNE TOWNSHIP - Cumberland American Rescue Plan -	<b>Application Sections</b>
<b>Application: Cycle:</b>	ESSER - 00- Original Application	<b>Printer-Friendly</b>
	<b>Project Period:</b> 3/13/2020 - 9/30/2024	
	American Rescue Plan Consolidated	▼

## LEA Plan for Use Of Funds

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)

In order to remain open for in-person learning to the maximum extent possible, we will maintain the increased cleaning and sanitizing protocols school-wide following the most updated CDC recommendations for K-12 schools. This will include the daily cleaning and sanitizing of all classrooms, desks, tables, sink areas, and high touch areas through out the building. Restrooms will be disinfected twice per school day. We will employ a part-time, temporary custodian to assist with these duties as well as maintain the existing BioBlast system for disinfection.

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)

COVID-19 has drastically had an impact on student learning, causing learning loss and decreased skill mastery across the grade levels. We will continue to assess student learning using a variety of methods including I-Ready, Start Strong Data, NJSLA Data, DRA testing, regular benchmarking, and student report card grades. We will host a Summer Learning Program/ESY Program as well as a STEM Enrichment Program in the summer as well as a tutoring program after school during the school year. Transportation will be provided during our Summer Learning 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)

We will employ a teacher who will teach half SEL to students using the Second Step curriculum and who will also work half time as a BSI teacher to provide Tier 3 support and interventions to struggling students. Materials and supplies as well curriculum materials will be purchased to support all programs.

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 utilize Catapult Learning's Summer Journey in-person intervention program which is designed to provide support to students suffering learning loss in math and ELA, provide SEL support, and provide enrichment in the area of STEM. We will assess students prior to and after the program to measure effectiveness. The summer program will address learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by:

Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

Implementing evidence-based activities to meet the comprehensive needs of students.

Providing information and assistance to parents and families on how they can effectively support students at home.

Tracking student attendance and improving student engagement.

We will continue to consult with our stakeholders as we develop our plan. Feedback will be sought from students, families, our administrative team, CST, teachers, and our local association.

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)

We will consult with the CST, special education teachers regarding students with disabilities. We will consult with our local Homeless Liaison as well as representatives from DCP.