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Applicant: 05 2610
LENAPE
REGIONAL -
Burlington
American
Rescue Plan

Application Sections

American Rescue Plan Consolidated

Application: - ESSER - **Project**
Cycle: 00- 3/13/2020 -
Original 9/30/2024
Application

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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 continue to ensure coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. In particular, we will continue to collaborate and seek guidance from our local health department as they have been a helpful resource during this pandemic. We will also continue purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

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)

20% of allocation will be set aside to address leaning loss. Strategies will include evidence-based interventions such as targeted tutoring
SAT test coaching programs to help students prepare by introducing test taking strategies and specific skills. Program will be delivered online and in-person.
Summer Counseling to reduce the "summer melt." These summer counseling services, delivered during the months between high school graduation and college enrollment, involve outreach by college counselors or peer mentors via text messaging campaigns, e-mail, phone, in-person meetings, instant messaging, or social media. These intervention services

provide college-intending individuals with information about tasks required for college enrollment, such as taking placement tests, arranging for housing, acquiring medical insurance, obtaining financial aid, and registering for courses. Summer counseling was also provided to help students overcome unanticipated financial, informational, and socio-emotional barriers that prevent college enrollment. We will also continue to provide credit recovery programs for students in an attempt to deter students from dropping out of high school.

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 spend the remaining ARP ESSER funds consistent with the allowable uses such as:
 purchasing wipes, gloves, cleaning supplies, sanitizer, air purifiers and updated windows for increased air flow
 chromebook purchase/replacements
 maintaining staff, additional summer days for counselors in June to assist with registration of credit recovery and summer programs
 hand sanitizer outside each lav, Staff training in SEL, DEI and LGBTQ, transportation for post-secondary exploratoin
 restrorative justice program
 APEX or Educere remedial coursework available for students during the day
 credit recoverr summer
 intramurals
 alternative classroom seating such as yoga balls or standing desks
 team building, student speakers to address mental health and anxiety
 support for ELLs such as expanded summer programs and parent outreach
 additional counseling/support groups
 monthly activities in wellness center
 technology network upgrades to help adequately handle increased demand of updated tech instructional needs
 staff wellness room
 assemblies relating to self-care and wellness w expert speaker for students and staff
 wellness incorporated into curriculum such as yoga, wellness, mindfulness and coping strategies
 prof counseling

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 identify the disproportionate impact of COVID-19 on different student subgroups and based on differing levels of access to in-person learning since March 2020 by conducting data analysis on the disproportionate impact of COVID-19 on certain student groups by identifying disparities and focusing on the underserved learners. Disproportionally impacted student groups include students from low-income families, each racial or ethnic group, gender, English learners, children with disabilities (including children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")), students experiencing homelessness, children and youth in foster care, migratory students, and others identified by the NJDOE's State Plan (e.g., youth exhibiting mental health issues as a result of the pandemic). We have and will continue to engage our stakeholders. This will continue to be accomplished through multiple communications and meetings with parents, law enforcement, teachers and their union, support staff and their union, community members, administrators, etc...

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 continue conduct ongoing evaluations by engaging and consulting with a diverse group of stakeholders to assist in developing and implementing programs.