

Applicant:	05 3650 NORTH HANOVER TOWNSHIP - Burlington American Rescue Plan	Application Sections American Rescue Plan Consolidated
Application:	- ESSER -	Project Period: 3/13/2020
Cycle:	00- Original Application	- 9/30/2024

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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 CBL School's current HVAC systems are in need of upgrades as a mitigation strategy in order to reduce the spread of disease and lower the risk of exposure as a result of the COVID-19 pandemic. Ventilation mitigation strategies can help reduce viral particle concentration as part of a layered approach to intervention outlined by the CDC.

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)

The LEA is planning programming in a variety of formats to address the academic impact of lost instructional time including, but not limited to, extended day programs, summer enrichment programs/camps, and summer academic programs. All programming and/or camps will be designed based on the results of a full data analysis during which areas of greatest need will be identified. This will allow those skills and standards to be the focus of all programming to ensure they are developed specifically to meet our students' and families' unique needs.

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)

In addition to academic programming, the LEA is planning programming in a variety of formats to address the social emotional impact of the COVID-19 Pandemic including, but not limited to, parent events, family events, extended day programs, summer enrichment programs/camps, and summer programs. All programming and/or camps will be designed based on the results of ongoing data collection through surveys and home-school collaboration/communication. This will allow our students' and families' unique needs to be the focus of all programming.

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 LEA developed staff and family surveys that were disseminated and inform decisions made about programming and services made available. Specific consideration has been given to students disproportionately impacted by the COVID-19 Pandemic, leading to the development and/or use of programs such as early childhood intervention programs for parents, ESL-specific programming, and programming centered around students qualifying for Title I services. Ongoing consultation with a variety of stakeholders through surveys, meetings, and open forums will ensure that we continue to utilize funds such a way that our most affected populations will benefit exponentially.

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)

Staff surveys and family surveys were developed and sent to stakeholders. The resulting data informed decisions regarding various uses of ESSER III funding. To ensure areas impacted by ESSER III funds are showing positive results, the district will regularly survey parents and provide opportunities to not only share current information with stakeholders but to solicit additional information and input in a variety of formats including, but not limited to, virtual meetings, in person meetings, open forums, and Board of Education Meeting presentations.