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Applicant:	11 0540 BRIDGETON - Cumberland American Rescue Plan -	Application Sections
Application:	ESSER - 00-	American Rescue Plan Consolidated 
Cycle:	Original Application	Project Period: 3/13/2020 - 9/30/2024

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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)

The district will use the funds to continue to abide by CDC guidelines with proper protocols to maintain a safe educational environment. This means additional maintenance staffing for daily cleaning and disinfecting surfaces and objects that are touched often, such as desks, countertops, doorknobs, computer keyboards, hands-on learning items, faucet handles, phones, and toys. Securing an adequate supply of PPE to help ensure the health and safety of students and staff. Improve airflow with HVAC updates to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants.

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)

- a. The district will use its reserves to address the impact of lost instructional time by providing rigorous extended day classes such as; comprehensive after school programming, Saturday programming and summer programming.
- b. The district would use its funds to provide tutoring services to address the needs of all students including but not limited to low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Experts say making tutors available to more kids, especially those least able to afford to hire one themselves, could be vital to combating learning losses that resulted when the coronavirus forced schools to shut down and transition to online-only instruction.
- c. The District will also use its funds to address the social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
- d. The district will address learning loss by increasing digital literacy and equitable access to high-quality curriculum in Math, ELA, Physical Education, STEM, Arts and Music and with instructional technology with a focus on understanding how access differs for students of poverty, of color, with special needs, and English learners.

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)

- a. The District will use its remaining ARP ESSER funds to address the quality of air in school buildings with HVAC repairs and upgrades to reduce risk of virus transmission and exposure to environmental health hazards.
- b. The district will also utilize these funds to recruit additional instructional staff. This will assist with the recent rise in

vacancies in the district. c. The district will utilize these funds to purchase four school busses and four vans that are necessary to maintain operation of and continuity of and services.

d. The district will provide mental health services and supports, including coaching and training of staff to address SEL. These services will also consist of outsourcing services for counselors.

e. The district will use these funds for additional nursing services for wellness rooms and COVID contract tracing.

f. The district will purchasing and replace educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that provide substantive educational interaction between students and their classroom instructors, including students from low-income families, students in transition, Bilingual & ELL students and children with disabilities;

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 monitor all interventions that it implements to address academic lost of instruction. The district has a Social and Emotional tracker that allows us to screen students and identify their risk levels in order to provide supports to them. The district will also utilize Teacher evaluations and participation records. The district will measure Achieve 3000 benchmark growth goals and Reading A to Z reading levels to evaluate the interventions implemented. The District will provide mentoring programs. The district will collaborate and form partnerships with appropriate mental health providers to perform risk assessments for students in crisis.

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)

The district has engaged in meaningful consultation with stakeholders through town hall sessions, parent university, community surveys, and parent and family engagement meetings. The district will continue to engage in meaningful consultations at district parent and family meetings; bilingual parent advisory meetings, pathways advisory meetings and Special education advisory meetings. The district will also post surveys on the district's website for further engagement.