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Applicant: 05 4450
 RIVERSIDE
 TOWNSHIP -
 Burlington
 American
 Rescue Plan -
Application: 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 is purchasing additional Chromebooks and related accessories in the event the school needs to go remote due to COVID-19. The school will also be updating/installing a new HVAC Control System in order to be able to allow as much fresh air into the building as possible without sacrificing total air flow into classrooms. Dehumidifier units will be purchased to ensure that the classroom environment is at a controlled level of humidity to limit the risk of airborne contagions. Additional aides will be hired to help manage social distancing. Additional cameras will also be purchased to monitor social distancing in areas where the location of aides may be unavailable. Nurse clerks will be hired to aid in the contact tracing effort as well as lend a helping hand to the current nurse staff if the district sees an uptick in COVID-19 contraction.

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)

These funds will address academic impact through the implementation of evidenced-based programs to support our diverse student population. Throughout the summers of 2022 and 2023 several summer school programs will be developed to meet the specific needs of our students based on the needs assessment data. Along with our four week summer school sections in 1st through 12th grades, the district will offer 2 weeks of transitional programs for incoming 6th graders and incoming 9th graders prior to the start of school. A kindergarten math magic program will be implemented to target early intervention needs based on the kindergarten screening results. Additionally, two literacy programs will be added in the summer to include Breakfast and Books and The Book Cafe to promote summer reading. The middle and high school will

also run a summer STEM Academy. Additional extended day courses will also be provided to SAT and AP prep courses along with our traditional homework clubs.

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)

Additional ARP ESSER funding will be used to provide a variety of resources and materials that support learners throughout the continuum of learning. Gifted and Talented assessment materials and program materials will support our advanced learning programs. Media center updates and materials to enhance the arts programs, to include culturally diverse materials, will be added to promote inclusive, inviting learning spaces where students can gather to build creativity and social skills. FM Training systems will be added to inclusion classrooms to support processing skills and learning. Additional remote instruction positions will be added at each banded grade level to support remote learning for quarantined students. A nurse clerk will be added to ensure proper health protocols and isolation needs during COVID. Funds will be used to complete the one-to-one chromebook initiative by allocating funds for replacement devices, cases, and other tech support materials for the proper maintenance, network support and distribution of personal devices for all 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 programs implemented include additional assessment tools, additional support services, intervention materials, and mental health supports that will all build staff capacity, involve families and provide differentiated resources as determined by assessment data and needs assessments. To better identify student needs and develop programs that provide individualized targeted support the funds will be used to implement a universal screening tool from K-12 in all content areas. Additionally, updated running record kits and updated Kindergarten screening tools will be purchased to target the needs of our early learners. Once these needs are identified and individualized learning plans are created, additional intervention materials will be needed to support learning, particularly for our low income families that lack at home materials. Interventions will include center-based learning tools, structured phonemic awareness programs (Foundations) to support at-risk students and our English Language Learner (ELL) readers, various leveled readers for small group and at home use, and interpreter services to enhance family involvement and support for our ELL population. Funds will be used to support professional capacity by providing additional job embedded PD opportunities, having staff Wilson/ Orton Gillingham trained and appointing teacher leader positions to assist with data collection and data driven instructional practices within small clusters of targeted grades/ departments. There will also be an additional ELL teacher added to provide additional support for the program. To support the social emotional learning (SEL) development and mental health of students, staff and families, the district will subscribe to a third party mental health service resource, Care Solace. Move This World SEL curriculum, with training, will be added to the curriculum resources. Career planning and counseling will be supported through the purchase of Naviance.

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 worked with the community through multiple stakeholder interactions to ensure maximum input and have offered meaningful consultation with all groups served by the LEA.