



Applicant: COMMERCIAL TOWNSHIP - Cumberland American Rescue Plan - **Project Period:** ESSER - 00- 3/13/2020 Original - Application 9/30/2024

Application Sections

American Rescue Plan Consolidated

Printer-Friendly

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)

To ensure a safe and healthy school in the wake of the COVID pandemic, the Safe Return Plan was created according to the NJDOE's Road Forward document and CDC guidelines. The plan has since been revised in response to EO #251 regarding masks and EO #253 regarding staff vaccination/testing. CTSD's entire Safe Return Plan can be accessed on the District's Website. Based on EO #251, masks are required for staff, students, and visitors regardless of vaccination status (refer to EO #251 for exceptions). Based on current indicators, CTSD's in-person instruction plan is: no cohorts; social distancing to the extent feasible; and all students attend full time in-person. CTSD will continue its efforts to promote healthy practices such as hand washing routines and cover your cough & other good respiratory habits. CTSD will continue its efforts to ensure healthy facilities through: daily disinfection using electrostatic sprayer; HVAC work for high-efficiency performance; and installing HVAC in additional spaces. CTSD will continue its efforts related to contact tracing: keep seating charts and other related documents; work with the DOH and notify individuals as needed; and report cases as required. Based on current indicators, CTSD's screening plan is: no temperature checks for students; families/students and staff self-assess for symptoms; and encourage individuals to 'Stay home when sick.' CTSD will continue its vaccination efforts: encourage families to consult their health care provider re: students; partner with a provider to encourage vaccinations; and host a vaccine clinic for interested families & their students. To be compliant with EO #253, CTSD has contracted a provider to test covered workers as mandated and to offer random testing to other staff and students. For inclusive education, CTSD's plan is: home instruction for medically fragile students; home instruction for quarantined/isolated students through Schoology and Zoom; and provide reasonable accommodations.

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 District takes an evidence-based approach to close achievement gaps and accelerate learning in the wake of the COVID pandemic. Student data informs eligibility. Funding and parent surveys inform the extent of each offering. Some programs are offered to individuals who meet the criteria only while others are offered globally. An array of programs are required to meet the various needs:

1. Supplemental Tier 2 Instruction - A continuous, in-person instruction model is best for students when it comes to academic development. The District is providing one-on-one and/or small group supplemental support during the school day through core content interventionists. The supplemental instruction is intended to accelerate learning to bring students to grade-level standards.

2. After School Program - In order to ensure its elementary students have time after school with certificated staff for a supplemental, intensive, customized intervention, the District offers an after-school program that meets the needs of the whole child in order to support learning acceleration and social/emotional wellness.
3. Summer ELA/Math Programs - These programs are supplemental. They provide intensive, customized intervention that offers students another opportunity for success and learning acceleration. The District offers a variety of in-person programs to provide math and ELA instruction and to meet the social and emotional needs of the whole child.
4. Summer Reading Program - Reading is the single best literacy activity for children to ensure achievement. The District intends to immerse any student whether they are readers, new readers, or "not yet" readers in reading engaging texts. The goals are to build skills and to promote a love for reading.

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)

The remaining funds will be spent on aspects of the organization that support its overall mission:

1. HVAC - Air quality impacts the wellness of all staff, students, and visitors. HVAC projects including installation in additional spaces ensure their high-efficiency performance throughout the building.
2. Wellness Programs - The District recognizes the importance of addressing the social and emotional needs of the child in its educational approach. In addition to providing curricula and instruction that aligns to the NJSLs, the District is equally committed to providing instruction in a safe and healthy environment. In order to do so, the District has endeavored to have its staff explore neuroplasticity and educational neuroscience as part of its social/emotional and positive behavior support programs.
3. Technology - The District is leveraging technology to meet its world language requirement as extensive efforts to hire a teacher have been fruitless for the 2021-22 school year. The District has also identified a need for a more robust filtering and blocking program for teachers and administrators to use to ensure a safer and more scholarly online experience for students.
4. Additional Part-Time Clerical Positions - The time required to complete the additional clerical work tasks extend beyond the contracted hours of the school nurse and full time secretary. In order to keep accurate records and submit reports in a timely manner, the District has added two part time positions: one part time main office secretary and one part time COVID attendance secretary.

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 MTSS committee is comprised of the District's (2) math and (2) ELA interventionists. The committee meets regularly to review student data and to recommend movement in and out of intervention programs. The District's PLC's meet regularly to review student data in order to determine Enrichment and Intervention groups. There is on-going review of diagnostic and benchmark data to inform program supports that are provided to specific students through math and ELA in-class support and to inform either enrichment or intervention support for all students during E&I periods. Other committees review other data in the District's comprehensive efforts to evaluate program effectiveness. In example, counselors survey students for the PBS committee to consider when revising PBS and SEL efforts. The District has an Annual School Plan aimed to eradicate the District of its 'comprehensive status.' There are quarterly goals for academic and social/emotional wellness in that plan. Data is gathered and analyzed quarterly as a part of this process. At the end of the year, the administrative team reviews data relevant to inform summer and next year programming needs based on the needs of our special populations which now includes those disproportionately impacted by the COVID-19 pandemic. The District has internal committees that meet to do much of this work; however there are external groups that provide consultation and input to ensure we are accountable for program fidelity and intentional in our efforts. The work happening outside the school committee work includes: surveys, the work of the Pandemic Response Team, collaboration with the CTEA, presentations at BOE meetings, and invitations for collaboration with specific stakeholders.

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 contacted specific individuals as stakeholder representatives and invited these individuals to solicit their unique input through either a public comment at the June 8 BOE meeting or a call/e-mail to the Superintendent. The District used surveys and public comments from its June 8, 2021 BOE meeting to gather input from the school community to plan for the 2021-2022 school year. The District collaborated with its education association in creating and revising the plan. The District's Pandemic Response Team continues to be instrumental for guiding and implementing the COVID-related plans. In summary, meaningful consultation for the Safe Return Plan has included the following: BOE, CTEA, Pandemic Response Team, and local stakeholders.