

**Applicant:** 19 0370  
 BETHLEHEM  
 TOWNSHIP -  
 Hunterdon  
 American  
 Rescue Plan -

**Application:** ESSER - 00-  
**Cycle:** Original  
 Application

**Project  
 Period:** 3/13/2020 -  
 9/30/2024

American Rescue Plan Consolidated ▼

## 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)

COVID-19 particles can live in the air for up to three hours. More ventilation (air movement) and better filtration (air cleaning) can cut down on the number of airborne particles that linger when an infected person coughs or exhales indoors. Airborne infection is 15 to 20 times more likely to occur indoors than outdoors. To reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs, the school district will upgrade economizers and ventilation systems in both building

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)

Providing 2- 3 week in person small group instruction to struggling students. The small group instruction focusing on Language Arts and Mathematics would be delivered by highly effective teachers over the summer. Providing a variety of enrichment activities during the summer for students k-8th grade that endorses higher level thinking skills, collaboration, physical activity and the arts. During the school year, extended school activities both enrichment and academic supports will be offered to meet the needs of the whole child.

Educators need to focus on developing opportunities for students to remain curious, imaginative, and become motivated in their education. Tulley (2019) noted that intrinsically motivated learning can build the foundations and habits of lifelong

learning, rational thinking and expanding creative capacity. If these are the skills needed to be successful in society, intrinsically motivate learning opportunities need to begin in kindergarten and continue throughout the grades.

**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)**

Implement an accelerated learning cycle to identify gaps and scaffold by leveraging formative practices and multiple data points to make instructional decision designed to accelerate learning and address all students academic needs.

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)

To build a tiered intervention model of comprehensive school-based mental health supports and services. Creating a partnership with Hunterdon County ESC and Behavioral Health to develop therapeutic services to identified students. Provide ongoing training for the staff to effectively identify early warning signs and provide supports for all students with mental health concerns. Through climate surveys, embedding SEL programming into the classroom has increased positive student behavior, reduced conflicts among students as well as emotional stress. However, this year the SEL programming has been reduced due to the hybrid environment. Staff is exhibiting more anxiety and stress from the teaching environment from the pandemic.

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)

Research suggests that students from low-income, non-white or English-learning families are especially in need of targeted interventions to accelerate their learning. In the last 12 months, Bethlehem Township has had an increase in English Language Learners, previous years the district has not had any ELL students. Providing professional development to the teaching staff can provide supports for the ELL students in the least restricted environment. The home language survey will be given to all students kindergarten to 8th grade. The WIDA assessment will be given to those students who are identified as ELL. In addition, professional development will involve culturally responsive teaching strategies to embed the ELL students culture into the curriculum.