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Applicant: 07 1900
HADDONFIELD
BOROUGH -
Camden
American
Application: Rescue Plan - **Project**
Cycle: ESSER - 00- 3/13/2020 **Period:**
Original -
Application 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)

In response to and in order to help prevent the spread of COVID-19, the district needs an effective improvement to indoor air quality. That includes preventing the spread of particulate matter, bacteria and virus cells, odorous gases and aerosols, and volatile organic compounds. Improving bathroom facilities and improving unit ventilation systems will help mitigate the spread of COVID-19.

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)

Haddonfield School District will use ARP funds reserved 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: a summer learning acceleration program, an afterschool STEM club program, math coaching for teachers, and project-based learning support.

Our summer learning acceleration program for the 2022 school year is in its second phase of our design learning cycle. We collected evidence during and since our 2021 summer learning acceleration program to use to re-design our program for the summer of 2022. Evidence includes weekly teacher evaluations of student learning, student reflections on learning, parent surveys that include quantitative and qualitative responses data, teacher and administrator interviews.

Our after-school STEM program will be based on evidence such as benchmark results demonstrating areas of need, rosters

from our current program that show more demand than we can currently accommodate, student evaluations of learning in math and social studies, and teacher, administrator, and parent interviews.

Our math coaching for teachers will support our work from this year that included hundreds of hours of concerted math committee work. Our math committee is made up of parents, teachers, students, and building-based and central office administrators. Each committee member is responsible for a needs-assessment project. Many members have taken on multiple projects. Each project has resulted in data that supports our need for professional development in math to support: learner-centered pedagogy, project-based learning design, differentiation, and NJSLs prioritization.

Project-based learning supports are needed for teachers to make the change from traditional stand-and-deliver teaching to authentic learning. Data and evidence to support this need include teacher leader and administrator communications, student surveys, and community surveys.

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 ARP funds will be used for improving bathroom facilities and improving unit ventilation systems that will help mitigate the spread of COVID-19.

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)

We will use the multi-year data collected through our data partners at Panorama Education, which includes staff, students, teachers, and administrators. This survey is administered annually in the spring; the data will continue to inform our support practice.

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)

We have consulted with all applicable parties and stakeholders.