

**Applicant:** 09 2820  
LOWER CAPE  
MAY  
REGIONAL -  
Cape May  
American  
Rescue Plan -  
**Application:** ESSE - 00-  
**Cycle:** Original  
Application

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

American Rescue Plan Consolidated

**Application Sections**



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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)

Lower Cape May Regional School District wants to upgrade its existing HVAC units/system that are 20+ years old and add HVAC to classrooms that currently do not have air conditioning to improve indoor air quality during COVID19 and moving into the future. By adding and replacing HVAC units, the district will be able to upgrade its ventilation, air conditioning, filtering and air cleaning systems. An updated HVAC system is essential to minimize the possibility of infection and disease transmission. The spread of infection through the indoor air is a serious potential problem, which can stem from various sources. All of the replaced or added HVAC units will utilize the MERV 13 filters. "When used properly, air cleaners and HVAC filters can help reduce airborne contaminants including viruses in a building or small space" (Environmental Protection Agency, 2021).

Lower Cape May Regional wants to replace the 30-40 year old, 1,400 double-stacked HS lockers with about 800 single 16"-18" wide single lockers, which will eliminate lockers in high traffic areas. This would significantly reduce the congestion that occurs in the hallways as students put/get items from their lockers between periods, which would minimize virus transmission and exposure. In addition, the District wants to renovate/upgrade the crowded nearly 50 year old RMT Middle School locker rooms, which would include eliminating the gang showers with individual stalls, new toilets/sinks and new lockers to spread the students out, which would reduce the potential of virus transmission and exposure.

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)

Lower Cape May Regional (LCMR) School District plans to promote digital literacy and equitable access to high-quality curriculum and instructional technology through updated mathematics materials, online resources, and interactive smart boards. COVID19 still requires many students, particularly special education, students with special needs, and economically disadvantaged students to be quarantined on a daily basis. Teachers need digital resources to engage with these learners in a synchronous environment while at the same time working with in-person learners. Digital resources include: Dynamic Classroom - interactive formats of the teaching and student math editions where teachers get continual, instantaneous feedback from students throughout the lessons, Digital Assignments and Assessments - with an auto-grading, auto-reporting, & randomization features and customizations for differentiation, and student support (videos, multiple attempts) for every practice exercise, a Library of Resources available in PDF, Word (editable design, Math Games and Skills Trainer, individual Student Accounts. Instant feedback will assist our special education and English Language Learners as well as the recorded lessons which allow students to play back lessons to watch them again as needed. These resources will assist students academically, but also socially as they will be able to engage with their peers in real time and not feel as isolated during quarantine. LCMR administrators have in place the Danielson evaluation model to ensure that teachers are evaluated using these new resources to assess the impact and effectiveness of materials. Purchase of the materials comes with training and coaching to ensure correct implementation and adequate usage. LCMR also plans to host summer learning academies, mental health programming, enrichment activities, and more to ensure equitable access to learning for students.

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)

LCMR will spend funds on equitable access to high quality curriculum and instructional technology, summer and beyond-the-school-day learning academies, enrichment activities, and mental health programming.

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)

All students will benefit from equitable access to high quality curriculum and instructional technology, summer learning academies, enrichment activities, and mental health programming. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students will respond to these necessary academic supports as it will help them to mitigate learning loss from the pandemic by providing additional opportunities to engage with teachers and curriculum.

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)

Lower Cape May Regional School district interacts with all stakeholders as required via Title funding through multiple venues throughout the year including: committee meetings, Board of Education meetings, Perkins stakeholder meetings, and Title I consultations.