

# *Clementon School District*

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## **Clementon School District** **Plan for Use of ARP-ESSER 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 most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning:
  - a. Clementon School District will be updating the HVAC system to incorporate that latest guidance with filtration. This will help mitigate the spread of the COVID-19 virus and allow us to continuously and safely open and operate school for in-person learning. Funds will be used for design & construction services to replace HVAC equipment for the purpose of improving the level of indoor air quality by meeting all current ASHRAE 62.1 standards and: to reduce the concentration of airborne contaminants, reduce our HVAC equipment downtime and reduce our maintenance expenses throughout the school.
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 after school programs or extended school year:
  - a. Clementon School District will use the funds to support the academic impact of instructional time through a number of different programs/strategies. The district employed a full time reading specialist. The reading specialist will work with learners who show areas of weakness in reading, specifically reading comprehension and fluency. The reading specialist will use a variety of different programs, IRLA and SPIRE, to help build confidence in literacy in all subject areas. Clementon is also funding a 5 week summer enrichment program where students can be referred by teachers and parents to participate. During this enrichment program, students can learn using programs like Zearn and Bridges in math and IRLA and SPIRE in ELA. Students will also have access to hands-on enrichment activities pertaining to STEM, robotics, and coding. These summer enrichment activities will help build a love of learning in all students while targeting areas that need to be strengthened. Clementon also offers after school 1:1 tutoring in all subject areas. These tutoring sessions are set up by the classroom teachers and focus on areas that need to be strengthened based on benchmark and diagnostic testing. These skills might be standards that need to be reinforced from the previous year or standards that need to be better established moving forward. This allows students the chance to get small group instruction from their teachers any time during the week and will increase comprehension and transfer of the content being taught.

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3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:
  - a. Clementon School district will use the remaining ARP ESSER funds on activities to address the unique needs of low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. The LEA will do this by hiring a Family Engagement Social Worker. This Social Worker will be a family outreach person who works with families to supply them with material and services that they may need to help recover from the Pandemic and any trauma that may have happened during or as a result of the Pandemic. Clementon School District will also use ARP ESSER funds for addressing learning gaps, including low-income students, children with disabilities, English Learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care. The LEA will hire a Reading Specialist to work with our subgroups and to help them recover from the learning gaps that may have occurred during the Pandemic. Lastly, we will use the remaining ARP ESSER funds to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency. The LEA will use this funding to employ existing staff to maintain the continuity of services.
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:
  - a. Clementon School District will use a variety of methods show that the programs, interventions, and staffing decisions that were made/purchased to address the academic impact of lost instructional time are helping students including those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. These methods include summative, formative, benchmark, and diagnostic assessment data as well as teacher observation. All data will be shared with the

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Pandemic recovery Committee, which includes teachers, parents, administrators and other 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:
  - a. Clementon School District worked with stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, and all other underserved students through our Pandemic Recovery Committee. This committee meets 3-4 times a month to discuss the best ways to help our students. All funding allocations have been discussed with the committee. The committee had meaningful discussions on which staffing and programming choices that were going to be made with the ARP funding.