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**LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT**  
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**LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT**

**COUNTY 09 DISTRICT 2840**

**AMERICAN RESCUE PLAN-ESSER**

**LOCAL EDUCATION AGENCY-  
*PLAN USE OF FUNDS***

**PROJECT PERIOD: 3/13/2020-9/30/2024**

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**Applicant:** 09 2840  
LOWER  
TOWNSHIP -  
Cape May  
American  
Rescue Plan  
**Application:** - ESSER -  
**Cycle:** 00-  
Original  
Application

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

American Rescue Plan Consolidated

**Application Sections**

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**Allocation**

	<b>Total District Award/Allocation</b>	<b>Amount Available May 24th</b>
ESSER	3,542,208	2,359,814
Accelerated Learning Coaching and Educator Support Grant	145,666	
Evidence-Based Summer Learning and Enrichment Activities Grant	40,000	
Evidence-Based Comprehensive Beyond the School Day Activities Grant	40,000	
NJTSS Mental Health Support Staffing Grant	45,000	

Applicant: 09 2840  
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TOWNSHIP -  
Cape May  
American

American Rescue Plan Consolidated

Application Sections

Application:- ESSER - Project  
Cycle: 00- 3/13/2020 -  
Original 9/30/2024  
Application

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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)

The district will use its ESSER funds of \$3,542,208 along with \$1,500,000 in Capital Reserves to decrease the overall cost of the district's planned capital improvement plan from \$20,668,192 to \$15,625,984. The entire project is for HVAC improvements within each of the four (4) buildings of the district. This need complies with section D, which is "Cleaning and Maintaining Healthy Facilities, including Improving Ventilation".

The HVAC improvements are necessary to improve air quality and airflow within the district's school buildings, to maintain a safe in-person teaching environment for all students and staff, due to the severe impact we have experienced from the COVID-19 pandemic. This multi-faceted renovation, repair and reconstruction of the HVAC systems will reduce the risk of virus transmission and exposure to environmental health hazards and to support student health needs. The ARP-ESSER funds will assist in minimizing the average annual tax impact to our community. It is necessary for the district to supply clean air and a safe environment, to develop and implement our learning acceleration strategies for all students, which will accelerate our students back to their grade level. The health and comfort of the students and staff contributes to the learning and productiveness developed in the classroom, which ultimately affects performance and achievement.

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 will use the funds it reserves under section 2001 (e)(1) to implement afterschool tutoring in Language Arts and

Mathematics. The district will also a summer tutoring program in Language Arts and Mathematics that will be offered to all students in grades K-6.

**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 district consulted its Architect of Record to analyze all of its facilities and each facilities HVAC infrastructure, which resulted in the District making application to NJDOE to determine eligibility and establish a Preliminary Eligible Costs. These remaining ESSER funds are consistent to improve air quality of all who use the school's facilities. This multi-faceted renovation, repair and reconstruction of the HVAC systems will reduce the risk of virus transmission and exposure to environmental health hazards and to support student health 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)**

The district will ensure that our interventions including but not limited to section 2001(e)(1) address the academic impact of lost instructional time/academic needs by providing after-school and summer tutoring in Language Arts and Mathematics. The district will respond to the social, emotional, and mental health needs through the use of Therapy/Service Dogs. All stakeholders, including the public, will have the opportunity for input at our board of education meeting. Our Supervisor of Special Services meets regularly with all of our guidance counselors. This specialized group will review the social, emotional, and mental needs of all students, but especially those students disproportionately impacted by the COVID-19 pandemic. The district will consult with students, families, school administrators, teachers, principals, educators, school staff and the association to develop intervention and mental health plans.

**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 works with NJ Special Education Parent Advisory Network (SPAN). Division of Child Protection and Permanency Services, the department of education, the county vocational-technical high school, and our homeless liaison is very involved through the south Jersey McKinney-Vento.