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Applicant: 37 1570
FRANKLIN
BOROUGH -
Sussex
American
Rescue Plan

Application Sections

American Rescue Plan Consolidated ▼

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)

These funds will be used to replace the windows of a 100 year old building. This will increase efficiency with heating/cooling, improve overall air quality as not all windows are operable and eliminate safety concerns with current old windows.

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)

These funds will be used to provide students with a summer enrichment program that will focus on academic and social emotional needs to support the recovery of the impact of the COVID-19 pandemic and promote educational equity. Using multiple measures, students will be identified for the program. This will help to close academic gaps for students while addressing mental wellness due to the impact of COVID-19.

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)

These funds will be used to provide students with a summer enrichment program that will focus on academic and social

emotional needs to support the recovery of the impact of the COVID-19 pandemic and promote educational equity. Due to the pandemic, Franklin School has an increased need to close academic gaps for students while addressing mental wellness.

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)

These funds will support students academically as well as socially and emotionally. By focusing on depth of instruction rather than pace and social emotional wellness we will attempt to accelerate their learning. Additionally, we will look to address the increase in student weight gain and health issues as well as a lack of consistent positive peer interactions.

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)

These funds will be used to provide additional therapeutic services to address the mental health of all students and to attend to the social emotional needs of students, most especially those who have experienced health, economic, and/or social trauma during the pandemic. The school psychologist, social worker and counselor will collaborate to identify students that would benefit from weekly therapy sessions.