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<p>Applicant: 01 4800 SOMERS POINT - Atlantic American Rescue Plan</p> <p>Application: - ESSER -</p> <p>Cycle: 00- Original Application</p>	<p>Project American Rescue Plan Consolidated</p> <p>Period: 3/13/2020 - 9/30/2024</p>	<p>Application Sections</p> <p>Printer-Friendly</p>
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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)

Guidance from the Department of Education specifies that students should engage in in-person learning to the largest extent possible. The LEA has committed to the safe return of students to the buildings and the items included and detailed in this grant help to ensure that is possible. At the same time, the LEA acknowledges that students have suffered significant learning loss during the course of the pandemic and therefore the LEA has included additional resources in this grant to ensure teachers are employing best practices, that all materials are research-based and high-quality and that all staff members regardless of content area or subject specificity are focused on the academic growth of students and are working with data to make instructional decisions that support that growth. The LEA further recognizes that some students may still need to be excluded from in-person learning as a result of the on-going COVID-19 pandemic, therefore, the LEA has committed funds in this grant and others to ensure access for all students to the internet through hotspots and their classrooms through the use of SWIVLs. Monies in this grant are allocated to ensure that teachers have professional development in not only in-person instructional best practices but also in the tools used to provide this instruction. As guidance changes the LEA continues to flexibly respond to best serve the needs of our students.

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 LEA has noticed an ongoing trend in depressed student achievement data. This trend has been exacerbated by the

COVID-19 pandemic. In response to this student data the district and local benchmark assessments administered to students at the start of the 2021.2022 school-year, a full MTSS structure has been implemented in the district. Through the MTSS model students are provided research based interventions based on their specific skill deficits in the areas of reading and math. Funds in this portion of federal funds are being used to continue those supports through the summer for students and to give them opportunities to apply their learning through STEAM both during the school day and as part of the summer program. We recognize that our families are critical members of their child's educational team and therefore have set aside monies in these grants to provide evening opportunities for families to come to the school buildings to learn about the curriculums, opportunities beyond 8th grade for students, community resources for physical and mental health and to spend time applying what they learned with their child to end the evening. Additionally, the LEA recognizes that a true PBIS program is a missing component of our MTSS program and so the district proposes to use a portion of these funds to hire an additional guidance counselor to lead the work around PBIS in the district and who will also support students in understanding the expectations of the program.

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 LEA will be spending the remaining ARP ESSER funds by Purchasing supplies and equipment to sanitize and clean facilities. As well as the LEA will make the facility improvements to enable operation of schools to reduce facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and risk of virus transmission and exposure to environmental health hazards.

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)

Input into this plan has been provided by teachers, administrators and the Board of Education so that it, to the largest extent possible addresses the variety of needs in the district at this time. The plan represents a focus on academic growth and opportunities to provide for all of the LEA's students chances to work at their level, gain confidence and grow academically. The academic needs are balanced by the inclusion of materials and resources that support a clean, safe and healthy learning environment and facilitate the seamless day to day operations of the district. This proposal includes the addition of PK appropriate restrooms at the LEA's elementary center as part of the LEA's commitment to extending PK educational opportunities to a wider portion of our predicted PK Universe. Materials and resources to keep the buildings in the LEA clean are also included in the form of foggers and high power bathroom cleaners. To help maintain the safety of our staff and the smooth operations of our district a replacement truck is proposed which will allow the LEA to efficiently move materials, supplies and equipment across the district. Being able to do this ensures that all classrooms have appropriate materials and furniture for academic growth and that the grounds are safely maintained so that students can move around outdoors. The LEA has heard clearly from parent groups that they are concerned about the mental health of their students and therefore included funds for an additional in-house counselor as well as a partnership with Jewish Family Services to specifically address student mental health needs.

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 LEA engages with key stakeholder groups as needs present themselves to ensure that all students enrolled in the LEA have access to the resources of the district. The district social worker coordinates with other agencies to ensure that students are enrolled in a timely fashion to facilitate continuity of education. This consultation is ongoing and consistent to make certain that students don't lose instructional time. The LEA has a substantial ELL population and because of this works to close the communication gaps between home and school and as part of this grant proposes the implementation

of a parent university to support our families for whom English is a second language and being non-English speakers makes the acquisition of services challenging. These university type events would also be an opportunity for all members of the community to come to school and learn how to best support their children at home. Coupled with our MTSS program we believe that finding opportunities for outreach to our families will deepen the levels of available support for students. To provide a layer of mental health and behavior support, the LEA proposes the development of a PBIS program to round out their MTSS program.