

Applicant: 33 4070
PENNS
GROVE-
CARNEYS
POINT
REGIONAL -
Salem
American
Rescue Plan -
Application: ESSER - 00-
Cycle: Original
Application

Application Sections
American Rescue Plan Consolidated

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

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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 school district is prioritizing the continuous improvement of air quality across all settings in the schools. Additionally, considerations are being made to decrease potential risk and exposure by updating varying facilities such as water fountains and creating safe and secure spaces.

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)

Learning Acceleration is a focus of the school district, both shaping professional learning and the corresponding instruction in the classroom. Summer learning opportunities will continue to focus on project-based learning and creating a setting for in-person student interaction meeting the expectations of 21st-century learning. Additionally, after-school activities will both support tutoring in the core subjects and create experiential learning opportunities for expanded growth for underprivileged students that we serve. Furthermore, curriculum adjustments and added programs will support special populations including the growing ESL population across the schools.

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)

An emphasis is being placed on social and emotional learning and mental health supports. It has become clear that students are returning to school having experienced trauma and a lack of full socialization, especially in the early childhood grade spans. Programs, professional learning, and direct mental health professionals will be sought after to support student re-acclimation in the school setting. Technology continues to be needed to ensure sustained commitment to student and family needs in the accelerated learning environment.

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)

MTSS/NJTSS protocol is helping to shape the interventions and strategies to support all students. SEL and mental health is an area of focus in addition to academic supports and interventions. Educators, parents, and students have been consulted, including stakeholders from various subgroups, to determine needs and wishes to support continued growth. Recommendations from the varying groups have been curated to assist in the generation of this grant application. Professional learning and instructional support are essential in ensuring that tiered response to student needs is intentional and strategic.

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 homeless liaison maintains contact with various local and statewide organizations in support of students. Furthermore, the local special education committee and the Title III advisory committee contribute to the dialogue.