

Close Printer Friendly

Applicant: 07 1890
 HADDON
 TOWNSHIP -
 Camden
 American
 Rescue Plan -
Application: ESSER - 00-
Cycle: Original
 Application

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

Application Sections

American Rescue Plan Consolidated

[Printer-Friendly](#)

LEA Plan for Use Of Funds

Printer Friendly Instructions

1. Click on Printer Friendly
2. Right click and select save as PDF in Destination
3. Click Save and name file
4. Open PDF
5. Print

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)

In order to support the CDC's guidance regarding "Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing)," and to support the Core Principles of case investigation and contact tracing, we have used funds to hire an additional nurse and provide a stipend to the nursing staff in order to support the hours required to follow their guidance regarding the process for responding to COVID-19 cases in K-12 schools. In supporting the recommended 3-6 feet of physical distancing, we are purchasing additional desks and chairs for classrooms. Additionally, in order to follow guidance regarding using additional spaces outside of the cafeteria for mealtime seating, funds have been set aside for personnel to provide supervision in those additional spaces. Finally, in terms of mitigation strategies, we have set aside money to help pay for supplies such as air filters (to support proper ventilation) and sanitizing products.

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)

Both a summer learning/enrichment program and an extended day (beyond the school day) program will be implemented using funds. The summer learning/enrichment program will invite all students considered to be "at risk" or just above "at-risk" based on multiple measures, with a particular focus on those students with disabilities, from challenging economic circumstances, ELLs, and those referred to building-based I&RS processes. The students in grades K-8 will participate in a learning acceleration-style experience that is predominantly STEM-based and designed to prepare them to integrate skills

from across the curriculum. High school students will have more of a focus on social justice and entrepreneurship, allowing them to see how their actions can have a real impact on the local and larger communities. "One significant way engagement can be achieved more readily is through interdisciplinary instruction, which fosters the acquisition of foundational knowledge, promotes integration of ideas from multiple disciplines and provides insight on how to apply knowledge in an authentic setting." (<https://www.nj.gov/education/acceleration/principle3/>). The beyond the school day program will significantly differentiate instruction, allowing us to implement a program based on identified individual students' needs and learning goals. Specifically, it will provide an opportunity for students to "...strategically incorporate unfinished learning activities throughout the year where and when most appropriate in the context of just-in-time instruction." Additionally, funds will be set aside to purchase supplies for these programs.

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)

Remaining funds will be expended to support MTSS and mental health/wellness efforts with the hire of additional counselors at the middle and elementary school levels. Mentoring will be provided in the form of a wellness aide to provide support during after school hours. Recognizing that technology plays a large part in providing equitable access to learning, the district will be upgrading both hardware and software to ensure effective learning and communication with families is enhanced. In terms of supporting learning in the classroom and ensuring that all students have access to curriculum and lessons that are targeted, focused and differentiated, funds are being allocated to classroom personnel to ensure students have the best possible environment in which to learn. Accelerated learning will be supported via a curricular review, as well as the addition of a math coach who will support implementing best practices for teaching and learning as outlined in the NJ DOE's Four Principles for Teaching and Learning. These efforts will be supported with the implementation of the Herren Project, a school-based, evidence-informed prevention and wellness program designed by clinicians and school counselors to empower students to live substance-free lives while creating a peer network in schools to encourage wellness, development of coping skills and leadership. Additionally, funds will be set aside to purchase instructional supplies associated with the above projects, programs and initiatives.

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 interventions to be implemented using these funds focus specifically on meeting the needs of those students disproportionately impacted by the COVID-19 pandemic, addressing the academic impact of lost instructional time. Learning acceleration is a significant thread throughout all parts of the grant, as is creating a safe and effective learning environment designed to support the many needs of students recovering from the trauma of the last 18 months. We will continue to assess the progress of our students in terms of learning gains through a wide variety of assessments given including but not limited to MAP, Start Strong, NJ SLA, SAT, PSAT, LinkIt Benchmark Assessments, Fountas and Pinnell Benchmark Assessments, and others. We will continue to engage in meaningful consultation with stakeholders through surveys, public sessions that allow for constituents to provide comment, meetings with small focus groups representing various groups from the community many of who have been disproportionately affected by the pandemic.

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)

As noted above, we will continue to engage in timely and meaningful consultation with stakeholders through surveys, public sessions that allow for constituents to provide comment, meetings with small focus groups representing various groups from the community many of who have been disproportionately affected by the pandemic. Such groups include SEPAG (an

organization dedicated to meeting the needs of special education students) and the parents/guardians of ELLs and those students experiencing homelessness.