

**Applicant:** 15 1330 ELK TOWNSHIP - Gloucester

**Application:** American Rescue Plan -  
**Cycle:** ESSER - 00- Original Application

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

**Application Sections**

American Rescue Plan Consolidated ▼

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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)

Our plan is to use funds to replace doors and windows to meet air quality standards consistent with recommendations prescribed by the CDC on February 26, 2021. The ultimate goal is to bring in as much outdoor air as possible. "If safe to do so, open windows and doors. Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. If it gets too cold or hot, adjust the thermostat. Do not open windows or doors if doing so poses a safety or health risk (such as falling, exposure to extreme temperatures, or triggering asthma symptoms)."  
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html>

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)

We will use our funds to provide both an afterschool program and a summer program. The afterschool program will provide additional support in ELA and Math and be aligned with the upcoming state standardized assessments. Students will be afforded the opportunity to engage with certified educators to catch up and exceed typical growth projections. The summer program, while focused on academic loss, will take a slightly different approach and look to prepare students for their next course in order to jump-start success in the subsequent year. The practice of narrowing standards in an aligned manner to the next grade level's expectations allows a student to progress. The practice is based on the work by Suzy Pepper Rollins in her book, *Learning in the Fast Lane*.  
<https://www.ascd.org/books/learning-in-the-fast-lane>

**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 spent on PPE (masks, gloves, face shields, hand sanitizer) and technical assistance learning for health professionals.

**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 LEA has engaged multiple stakeholder groups through existing (SEPAG, Title I parent meeting, ELL progress meetings, McKinney-Vento annual meetings) and new (Town Hall meetings, virtual collaboration sessions, home visits) channels to assure the ARP ESSER funds provide enhanced learning support for populations most at risk (academically and socio-emotionally). Additionally, educators, administrators, and community members have been a part of these meetings so that their expertise in the use of funds (particularly at the academic level) can be realized in this plan.

**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 has done this through SEPAG meetings, Title I parent information meetings, ELL family meetings, McKinney Vento health and wellness checks, school board meetings, virtual town hall meetings, faculty meetings, and through general survey tools provided by the community.