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Applicant: 07 5560
WATERFORD
TOWNSHIP -
Camden

Application Sections

American Rescue Plan Consolidated

Application: American
Rescue Plan -
Cycle: ESSER - 00-
Original
Application
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 district has hired additional teaching staff to address learning loss; reducing class sizes also allows us to follow CDC guidelines for social distancing to the greatest extent possible in the classrooms.

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 district plans to use its funds to address the academic and social-emotional impact of lost instructional time through the implementation of evidence-based interventions through a summer program, as well as offering before and after school tutoring. Monies will be used to hire staff, transport students to and from the summer program, and purchase the needed supplies to implement the evidence-based interventions.

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)

To address learning loss and social-emotional needs, the district has hired additional teachers to reduce class size; by lowering the teacher-student ratio, the teachers can better address both the academic and social-emotional needs of their students. However, in order to continue to keep these additional classrooms open for this purpose, we will need to be able to fund the staffing for these classrooms/positions. The additional classrooms also have created a need for additional

materials, in order to implement evidenced-based activities that will meet the comprehensive needs of our students. In order to follow an Accelerated Learning model, teachers need coaching and support to understand how to apply Accelerated Learning to their teaching practice. Using the money toward the district math and literacy coaches' salaries will allow them to be able to work with teachers, build capacity for just-in-time scaffolding, support, and interventions, as opposed to "just-in-case" remediation. The district will also use the funds to collaborate with universities that offer professional development to the coaches and teaching staff, in order to build professional capacity. Funds will also be used to train the coaches in evidence-based practices for ELA and Math, so they can use the coaching cycle to support teachers in prioritizing standards, creating scaffolds based on individual student needs, and ultimately accelerate learning. The district will also need to purchase supplies to implement these evidence-based practices and interventions. To address the increase in behavior issues and social-emotional needs, the district will use the money to hire a BCBA and licensed clinical therapist [to support teachers and build their capacity to handle behavioral issues and mental health needs].

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 district will ensure the interventions it implements will respond to academic, social-emotional and mental health needs through frequent progress monitoring. The district warehouses its data in LinkIt and Realtime [Goals and Objectives progress monitoring], which allows teachers and administrators to aggregate the data and use the information to drive instruction and tailor interventions to meet specific students' needs. Ongoing meetings with stakeholders will allow us to review progress, receive input and feedback, and make any necessary adjustments related to the district's 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 Superintendent convened a stakeholder meeting in June 2021 for input regarding the Safe Return to School Plan. In addition, she facilitated several online parent meetings to provide updates about returning to school in Fall 2021. During these meetings, parents had an opportunity to ask questions, provide feedback, and voice concerns. Moving forward, the superintendent will be convening quarterly meetings to involve stakeholders that represent the following groups that we serve, to the greatest extent possible: civil rights organizations [including disability rights organizations], and stakeholders that represent the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students.