

Applicant: 07 1770 GLOUCESTER CITY - Camden

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER **Project Period:** 3/13/2020 -

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Cycle: - 00- Original Application

9/30/2024

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The application has been submitted. No more updates will be saved for the application.

Overview	Contact Information	Allocations	Needs	Safe Return	LEA Plan for Use Of Funds	Assurances	Submit	Application History	Application Print
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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; (242 of 2000 maximum characters used)

Funding is focused on areas that will help safely reopen and sustain the safe operation of our three (3) schools - CSS, GMS, and GHS - and address the impact of the coronavirus pandemic on students for academics and social emotional learning.

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; (689 of 2000 maximum characters used)

There is a growing evidence base (Terry K. Peterson, Ph.D. and Kenneth A. Anthony II, Ed.D. that suggests afterschool and summer learning programs can have a positive influence on young people under the right conditions. Studies of afterschool and summer programs have demonstrated a number of positive outcomes - increased engagement in school, improved school-day attendance, fewer unexcused absences, fewer disciplinary referrals, improved academic performance, reduced behavior problems, and improved social and emotional competencies. Our

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (282 of 2000 maximum characters used)

Many of the proposed programs effectively address instructional loss and provide quality opportunities to strengthen Social Emotional Learning. Remaining funds are allocated for professional development for faculty and staff in the areas of ELA, Math, and Social-Emotional Learning.

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. (712 of 2000 maximum characters used)

All students learn better when they are given choices, when they and their teachers have a growth mindset, and when their learning is active, interactive and relevant to their lives, academic strengths and/or special needs. Students are better able to focus on and rise to academic challenges when they feel part of a community of individuals with self-control and healthy, positive social interactions, and when they have teachers on whom they can rely to keep the group balanced and safe. Providing students the opportunity to participate in these settings combat the prolonged

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. (179 of 2000 maximum characters used)

The District Road Back Committee comprising of community stakeholders continues to meet and engage in meaningful discussions on the district's evolving Safe Return to School plan.