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Applicant: 23 4860 SOUTH
 BRUNSWICK TOWNSHIP -
 Middlesex
Application: American Rescue Plan -
 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

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)

Prevention and mitigation strategies will be embedded in district training for staff and students. The various stakeholders will be informed of responsibilities for keeping members of our school community healthy. The district level leadership team will review the NJDOH and NJDOE and CDC guidelines. Relevant information will be shared with building leadership. Assessing and reflecting on daily operations will guide decision making in this area.

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)

This grant will allow for summer intervention programs and extended day opportunities for identified students. We will continue the work started with our ESSER II funds to accomplish our goals.

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)

We will continue to review student performance on formative and summative assessments to create opportunities for our students to regroup and thrive in the academic 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)

Adjustments to our middle school schedule, moving to blocks of instruction will allow for longer periods of uninterrupted learning. Incorporation of labs at the high school will allow students to reinforce skills that were below standards. At the elementary level, the expansion of a district intervention team and two-year coaching model will increase Tier 1 and Tier 2 interventions. Introducing more mentors

for students to cope with the transition back to in person learning and implementation of a universal SEL screener will be expanded. Continued work with the equity goals of our strategic plan will also enable us to highlight the various subgroups that have historically been disproportionately impacted.

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)

Currently we consult with the Regional Director for McKinney Vento to best support our students experiencing homelessness, DCPD for children placed in foster care, and have created a position of Equity Director to foster partnerships with other identified groups to reflect all of our learners.