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Applicant: 19 0430 **Application Sections**
 BLOOMSBURY - Hunterdon American Rescue Plan Consolidated
 American **Project**
 Rescue Plan - **Period:**
Applicant: ESSER - 00- 3/13/2020 [Printer-Friendly](#)
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 Application 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)

MTSS will be explored, trained, and implemented. Provide assistance and aid with mental health. New technology will be implemented to help with student success and progress as well as assist teachers with up to date instructional practices in light of the pandemic .

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)

Learning academies and summer enrichment classes have been and will continue to be implemented in order to lessen learning loss. Students in these learning academies and summer enrichment classes must qualify for such academies through various benchmarks, Start Strong assessments, grades, teacher observations and recommendations as well as through IEPs. All data will align with state standards. These will be small group sessions geared towards specific skills.

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)

Professional development in technology, SEL, small group instruction and enhancement will be provided to teachers. Due to the pandemic, needs for online instruction, how to use proper technology and the need for advanced technology has greatly increased. Teachers also require other upgraded technology in the classroom, summer services, and after school

learning academies to help students progress and learn at a faster pace. The need to update technological systems is greatly needed in order to advance needs with both students and teachers. All remaining funds will be applied to these areas in order to stay current with demands.

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)

Benchmark scores, Start Strong assessments, grades, teacher recommendations, formative and summative assessments, classroom observations, community meetings, BOE meetings, community surveys, and learning academy teams will be formulated, calculated, evaluated and held to constantly monitor success and progress of all implemented programs to monitor and adjusted new programs and community needs.

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 LEA will meet with community leaders, stakeholders, McKinney Vento Liaisons, Catholic Charities, local hospitals and Child Find to ensure all students within the designated groups are served and properly cared for within the district.