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Applicant:	15 4880 SOUTH HARRISON TOWNSHIP - Gloucester American Rescue Plan -	Application Sections
Application:	ESSER - 00-	American Rescue Plan Consolidated
Cycle:	Original Application	Project Period: 3/13/2020 - 9/30/2024

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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)

To ensure a safe return to full-time, in person learning, the district has on-boarded two additional lunch aides to assist in the lunch room in enforcing COVID-19 related safety guidelines including masking when not eating, distancing, proper hygiene and sanitary habits, etc. This will take us from 4 to 6 lunch staff. We are also limited to one full-time nurse to manage both the day-to-day health and safety operations of the school as well as responding to COVID-19 related cases, and the following actions necessary when confirmed cases arise (contact tracing, quarantine protocols, paperwork, etc.) As such, we have the need for additional contracted nursing support on an "as-needed" part-time basis. We will utilize third party medical providers to supply this additional nursing support, and pay them based on the contracted rate. We also utilized ESSR-III funding to monitor elemental mercury levels to support cleaning our MPR to ensure the room is safe for student use.

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 utilize additional Instructional-aide support in literacy in grades K-2 to assist in reading, math & writing instruction daily. We will incorporate a summer learning programming 3-4 days a week focused on reading, mathematics, social & emotional learning, and STEAM through a district-run remediation program, and by contracting with a 3rd party provider (Camp IDEA, for example) to provide summer enrichment support, along with nursing support through summer. In addition, our after school program will offer further support for students both in academic need as well as accelerated activities for those needing enrichment 3 days weekly throughout the school year. We will also provide transportation through the grant to support at-risk student's participation.

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)

The remaining ESSR funds will be utilized in accordance with the stated needs, and in alignment with allowable uses outlined the the NJ-ESSR III guidelines.

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)

Teachers in the South Harrison school district are in need of professional development in the areas of analyzing, applying, and monitoring a variety of student learning data. Examples would include development, application, and analysis of adaptive assessments such as iReady, or of formative assessments such as daily quizzes, or independent activities & assignments. In addition, teachers in grades K-3 are in need of instructional support in the area of phonics instruction & early literacy instruction. Teachers in grades 4-6 are in need of support in delivery of writing instruction, and supporting the application of writing through reading to improve student reading and writing outcomes. Professional development would be provided by 3rd party contracted providers that are specialists in a given area of need such as the Wilson Company, Link-It, Teach-4-Results, etc.

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 school district is a one district, small, rural community with few resources surrounding equity, diversity, or inclusion. We do ensure consultation with a variety of community stakeholders when seeking input, or asking for feedback on decisions surrounding the use of federal grant funding via Google survey data, communication with the full community via the municipal building when necessary, and out-reach to all represented stakeholders groups via district correspondence.