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**Applicant:** 39 3560 NEW PROVIDENCE - Union

**Application Sections**

American Rescue Plan Consolidated

**Application:** American Rescue Plan - **Project Period:**  
**Cycle:** ESSER - 00- 3/13/2020 -  
Original 9/30/2024  
Application

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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)

The funds in the ARP/ESSER III will not be used to implement prevention and mitigation strategies as all safety measures have otherwise been funded through the CARES Act/ESSER I and the CRRSA/ESSER II.

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 funds will be used according to district needs with specific allocations to build upon our current programs to enhance student achievement and wellness due to covid-19 and implement additional support programs in academics, STEM, Art, Music, SEL and Mental Health. Funds will be used to employ one expert in the area of math to assist teachers in addressing learning loss. After-school programs and summer learning programs will address students' needs in SEL/Mental Health through additional individual and small group counseling. Individual and small group programs will be implemented after-school and in the summer to assist ELL students in language development and cultural experiences to engage with the community. Classes, small group, and individual programs will also be implemented after-school and during the summer to provide additional learning and support for students who lost instructional time in academics, art, vocal music, instrumental music, hands-on art, and robotics. Funds will also be allocated for teachers to work individually with students who are forced to quarantine. Individual support will be provided via Zoom, as needed when a student is at home, in addition to them participating in live classes via Zoom. Students may meet individually with teachers upon their return to ensure their academic success.

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)

N/A. All funds will be spent as described above.

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 programs that were developed and will be implemented with the funds from this grant were created and reviewed by teachers, students, department heads, administrators, the Director of School Counseling, the Director of Special Services, parents/families, and Board of Education members. The programs ensure that, due to lost instructional time, students in need of support, receive assistance in academics, STEM, ART, MUSIC, SEL/Mental Health, and ESL. All programs were presented to the community during the October 28, 2021 Board of Education meeting, with an opportunity for Board of Education members and members of the community to provide input and asked questions. We have ensured that all student groups have the opportunity to participate in the programs according to need.

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)

As noted, the Director of Special Services and his team collaborated to produce this plan with the input of their constituent groups. The Assistant Superintendent of Educational Services collaborated with all staff members and families related to the programs that will support ELL students' needs.