

Close Printer Friendly

**Applicant:** 23 4130  
 PISCATAWAY  
 TOWNSHIP - Middlesex  
 American Rescue Plan - **Project**  
**Application:** ESSE - 00- 3/13/2020 **Period:**  
**Cycle:** Original -  
 Application 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)

In order to properly implement prevention and intervention strategies, a District Management Team, comprised of multiple stakeholders, will draft and complete a prerequisite Safe Return to School Plan, which will detail concise information regarding the opening and maintenance of safety guidelines and protocols within our schools which are consistent with NJDOE guidelines and CDC guidance and recommendations. Information such as universal and correct wearing of masks, physical distancing (e.g., including use of cohorts/podding), handwashing and respiratory etiquette, cleaning and maintaining healthy facilities, contact tracing, vaccination opportunities, and accommodations for students with disabilities will be included in the plan. Furthermore, to implement the plan, funds will be used to procure PPE (Personal Protective Equipment), signage, and to mitigate ventilation issues and other associated costs.

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 to first procure current researched-based data instruments, e.g. STAR Renaissance, Literably, Fountas and Pinnell Levelling, et.al, that will measure end of year and current year baseline data points for all students K-12. Afterwards, using the RTI-Tiered systems of support for academics and behaviors, researched based strategies and interventions will be implemented using a differentiated approach to ensure that individual student needs are met. In addition, the components from the American School Counselor Association (ASCA) Model will be used in conjunction with other resources to further promote wellness and Social Emotional Learning (SEL) in small groups, individual settings, as well as embedded into our overall programs.

This approach will be utilized within the context of summer learning/enrichment opportunities for students K-12 as well as afterschool tutoring/extension programs using a virtual as well as in-person component, using Edmentum as the web-based application. A concise and truncated curriculum consistent with the NJSLS has been established to respond to the student needs as indicated by data disaggregation from multiple instruments. We will also offer credit recovery opportunities for students K-12 using this platform. Moreover, we will incorporate the NJDOE's Start Strong Assessment to further identify areas of strengths and concerns as we offer our afterschool tutoring/learning acceleration programs district-wide for students from September to May of 2022. This will ensure that we are offering instruction consistent with the NJDOE's Learning Acceleration where the impetus is giving students laser-focused instruction on the specific skills and content that they need in order to learn the new grade-level material at hand. This will accelerate learning by moving students forward on grade level and setting them up for success with just-in-time training on required foundational 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)**

Our district will use remaining funds consistent with the section of the ARP Act via the following methods: Activities authorized under ESSER, ESSEA, and IDEA-We will be using these funds to show continued programing in Learning Loss and Learning Acceleration. These funds in conjunction with other Federal Funds will assist our students and staff on the safe an effective way of returning to in person instruction.

**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)**

Consistent with the NJDOE, in addition to student safety, our district has identified learning acceleration and mental health supports and services including social-emotional learning as areas of priority. We will utilize multiple data resources in order to properly identify and provide services and interventions to key demographic groups, such as the homeless, ELL population, students from low-income families, students of color, social emotional needs, students with disabilities, and other subgroups disproportionately affected by the pandemic. Using our district administration as well as our Board of Education Committees, which have members from the public, we will comprehensively and continually engage diverse stakeholders using in-person as well as virtual platforms to provide input and feedback into all of our plans. Moreover, we will provide multiple learning acceleration programs, to assist with learning loss or unfinished learning, as well as SEL programs before and after school hours to address the needs of our students and their families based upon the results of qualitative and quantitative data.

**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 district uses its Offices of Curriculum and Instruction, Pupil Services, and Diversity Equity and Inclusion, as well as alignment to state mandates to properly identify and provide adequate services for students who have historically been labeled as underserved. We have collaborated or utilize services/resources from Garden State Equality, Amistad Commission, Diversity Council on Global Education and Citizenship, NJ Teachers of English to Speakers of Other Languages, NJ Bilingual Educators, Foreign Language Educators of NJ, ADA, and other agencies to further align services with targeted groups. Through constant progress and programmatic monitoring, we allow multiple stakeholders to constantly re-evaluate and make adjustments where necessary.