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Applicant: 15 5120
 SWEDESBORO-
 WOOLWICH -
 Gloucester
 American
Application: Rescue Plan - **Project**
Cycle: ESSER - 00- 3/13/2020 **Period:**
 Original -
 Application 9/30/2024

Application Sections

American Rescue Plan Consolidated

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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)

The SWSD school district is committed to running and operating our schools safely with intention to provide instructional opportunities to students that are most impactful at all times. Considerations have gone into physical practices, building operations and procedures, instructional impacts, staff and parents supports. The administrative team has communicated with district staff ranging from maintenance to technology to offices & classrooms to be certain that multiple considerations and perspectives were taken into account. In regards to safety practices, we have ordered additional partitions for our classrooms where physical distancing is next to impossible. For mental health supports, we are moving forward with a full-time School Counselor position in one building, but this person will also be available to offer support services in our largest building if needed as well.

Installation of Promethean Panels throughout the district will allow teachers to maximize the instructional opportunities. Students will have larger visions of what is being presented at the front of the room regardless of where they are seated. As we are offering full livestreaming opportunities for any student in need of quarantining, the panels will also help in collaboration with them.

Additional staff members including two instructional coaches and one ACES (basic skills) teacher will see that we keep our focus on the acceleration of learning with specific communication to staff regarding selected priority standards. Our instructional coaches will guide classroom teachers in best optimizing all curricular resources and materials available. The ACES teachers will work closely with students in Tiers 2 and 3 of our RTI program. These positions will also help with class coverage due to the immense substitute shortage.

The district will provide stipends to our nurses for the large amount of time they have and will continue to need for contact tracing which extends outside the contractual day.

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)

Our district has spent the past several years developing our RtI program with fidelity. With the impact of the COVID-19 Pandemic, we have seen our RtI program need additional time (after school or over the summer) and support from other staff and stakeholders. Our district leaders, interventionists, and teachers have spent many hours training and learning the importance of data triangulation and analysis of student needs. The interventionists have developed time to create a "watch list" based on multiple data points and have helped to support teachers with closing the achievement gaps. We will work off of these watch lists and coordinate opportunities for students based on greatest need according to our data, but then will open up opportunities for all students so that there are times throughout the entire calendar year when students have chances to participate in clubs, activities, and groups of various kinds.

The hope from the Summer Clubs and Academic Assistance funds implementation would be to provide our students, families, and the community with summer club opportunities at no cost to families. The summer club and academic assistance ideas would be generated based off of survey data from students, families, and all stakeholders. We would offer a variety of opportunities to meet our district's goals including having opportunities that are diverse, equitable, and inclusive of our diverse population. We would like to include both academic and social emotional clubs such as Poetry, Cooking and Crafts, Social Justice Readings, Book Clubs, Recreation and Fitness, Theater, ELL Supports and Assistance, and many more. The selection of these clubs will be opened up to our entire student population.

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)

All funding determinations have been described in answers #1-2 including additional class partitions, installation of Promethean Panels, hiring of two district instructional coaches, hiring of an additional ACES (basic skills) teacher, hiring of a full-time School Counselor, beyond the school day and summer academic and/or social clubs, and stipends for our nursing staff members due to the number of hours they have been involved in contact tracing.

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 LEA will see that all efforts are a collective process among various stakeholders to see that students of all our populations are having their needs met. building leadership, I&RS Committees, ACES teachers (or interventionists), the Chief Technology Officer, the district Instructional Supervisor, the Director of Special Services, the Chief Academic Officer, and the individual grade level team leads. By communicating with each of these departments and persons, especially the I&RS Committees, the Coaches will have access to data to specifically see which groups of students need additional supports. They will work with classroom teachers to see that accommodations and modifications are being implemented properly for students with IEP and 504 plans. They will hold professional development opportunities for teachers to further understand as well as gain new ideas for Tier I strategies to support ELL and Special Education students. As there is often a correlation between the academic benchmarking and progress monitoring data in consideration of our low socio-economic population that is presented to our I&RS committees, the Coaches can assist teachers with strategies to provide skills-based, targeted snips of instruction within the classrooms while also maintaining a focus on modeling, exposing, and providing feedback on the current grade level standards. As the district adopted new resources including Promethean Boards and additional ELA materials, the Coaches will act as the experts for staff to turn to when looking for guidance and suggestions on how these tools can be reach the needs of their struggling learners.

The district has worked hard over the years to formulate and implement a very strong RTI program. It is through this process that we will be sure to think of and plan for reaching each and every one of our students and communicate with their families.

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 has grown accustomed to looking at modalities for communicating with and planning for various ways in which to reach the needs of all subgroups for several years. Since the start of the pandemic, the need for this focus has only grown. Our Director of Special Services also serves as our homeless liaison. She guides the department in having a very strong pulse as to every students' whereabouts, including times of transitions between homes or districts, to be certain that we are always accounting for every child. We work closely with our police department and utilize the services of our Class 3 officers as needed if there is a question as to a students whereabouts or even that of the parents. This service assists with parent communication as we work with families to be sure that students are attending school and also that parents are receiving the resources they need to support their children. We maintain a strong SEPAC Committee. This group of parents are highly involved in the district and their feedback is sought on a regular basis regarding our Special Education program. Over the last 2 years, the district has increased its teaching staff to include 3 full-times ESL teachers. Each of them act as strong advocates for our ELLs. There is ongoing communication with classroom teachers and building leadership to ensure that all ELL students and their families are requiring the instructional resources, training, and guidance needed for successful school experiences.