

Close Printer Friendly

Applicant: 23 4090 PERTH
AMBOY - Middlesex

Application Sections

American Rescue Plan Consolidated



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

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 response to the COVID-19 Pandemic, Perth Amboy conducted a thorough audit of all of the school buildings to decipher the needs of each site. Perth Amboy is home to 16 school buildings. Several of the buildings are in need of improvement to HVAC systems, windows, or the BMS (Building Management Systems). The ESSER II funding will allow us to replace HVAC systems in two schools, windows in two schools, and the BMS (Building Management System) all due to the deterioration. These projects will help to improve indoor air quality for all staff and students as we return to the building during the 2021-2022 SY. The district will utilize these funds to continue to assess/repair/replace HVAC units and windows in various buildings throughout. Our current high school and various elementary schools have outdated or damaged systems that require a significant upgrade or complete replacements. Window replacement at various elementary schools and Pre-K buildings is also required in order to prepare our buildings for a safe opening. In addition to ensuring that we improve indoor air quality for all staff and students, we will also continue to provide proper PPE and cleaning/sanitization products to use in all of our school buildings as well as provide expansion of specific indoor and outdoor spaces to increase the social distancing of students and staff.

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)

Based on the latest available health and safety data in our communities and state, we will begin instruction in September with 100% of students engaged in in-person learning. Addressing the learning loss that inevitably took place due to the Covid-19 pandemic is a priority to the district. To this end, the district is prepared to provide additional academic support programs by extending the school year and the school day via summer intervention/enrichment and before/after school programs and supports to address core content areas with a primary focus on literacy. These programs will be offered throughout the summer and the school year, and they will target students in need of academic and social-emotional supports. These extended school year and school day opportunities (summer and before/after school programs) will be tailored to meet the needs of specific groups of students, in small cycles that can be continued or updated as needed. We will also continue to utilize Response to Intervention and Tiered Instruction strategies during the fabric of the school day.

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)

In response to the COVID-19 Pandemic, Perth Amboy conducted a thorough audit of all of the school buildings to decipher the needs of each site. Perth Amboy is home to 16 school buildings. Several of the buildings are in need of improvement to HVAC systems, windows, doors, or the BMS (Building Management Systems). The ESSER III funding will allow us to replace HVAC systems in two schools, windows in two schools, and the BMS (Building Management System) all due to the deterioration. These projects will help to improve indoor air quality for all staff and students as we return to the building during the 2021-2022 SY.

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)

Our district will utilize small group evidence-based interventions that support the science of teaching reading in grades pre-K-5. In the upper grades we will target needed skills to support the pathway to graduation. The district will implement Leveled Literacy Instruction in the fall 2021-22 in grades K-2 and grade 5. The district has organized a series of summer programs for general education students, special education students, displaced students, and bilingual students. The district has curated a series of innovative after school programs for the 2021-22 school year to target learning gaps in the areas of language arts and math. Some of these programs include but are not limited to: Creative Curriculum for Pre-School Expanded Day Resources, Before and After-School Tutoring at the Elementary Level, Academic Learning Centers in multiple subject areas at both middle schools, comprehensive additional programming in young adult literature, algebra, geometry, and test prep skills. The district has created a committee with the following stakeholders to review the Safe Return Plan and provide feedback: Special Education Administration, English Language Learner Administrator, School Administrators, District Administrators, Community Members, Parents/Families, Union Representation, Teachers, Students, School Staff, and Representation of Homeless and Underserved Students.

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 created a committee with the following stakeholders to review the Safe Return Plan and provide feedback: Special Education Administration, English Language Learner Administrator, District Administrators, Community Members, Parents/Families, Students, and Representation of Homeless and Underserved Students. The process will include the presentation of the plan to the committee with opportunities to provide meaningful feedback at various stages of the planning process.