

Applicant: 80 6107 CAMDEN PROMISE
CHARTER - Camden

Application Sections

American Rescue Plan Consolidated ▼

Application: American Rescue Plan - ESSER -
Cycle: 00-
Original Application

Project Period: 3/13/2020
- 9/30/2024

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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 funds will be used to continue to prevent the spread of COVID by addressing the health and safety procedures determined by the CDC guidance and addressing the facility improvements that could reduce the migration of COVID. COVID has redefined education and Camden's Promise's facilities need to be updated to support the requirements of CDC and NJDOH recommendations. With the analysis of the current facilities along with Restart Committee's strong understanding of prevention strategies, the funds will be used to address the concerns of the buildings, along with provide the necessary health and cleaning materials to continue to stop Covid from spreading. The Pandemic Response Team is responsible for utilizing real data to continually evaluate and improve the school's response during changing health parameters. Focus has been maintaining the physical health and safety of all members of the school community as the school's first priority.

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)

Camden's Promise understands that the pandemic has significantly impacted the learning of our students. Despite having technology focus prior to the pandemic, the technology needs have increased significantly. Prior to the pandemic, Camden's Promise had an extended program, along with a strong summer program. These programs gave opportunity to address the academic and enrichment needs of the students. During the 20-21, there was only a hybrid and remote programming. These funds will allow for an extended program to address the learning loss through enrichment focus of STEAM. Students will have an engaging enrichment setting that will give them opportunity to also address foundational skills that have been lost.

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)

Camden's Promise Charter School will continue to spend the funds with the appropriate allowable uses and based on assessment of needs. Information from the NJDOE webinars have been communicated with all stakeholders in order to determine how the remaining ESSER funds will be used to address the needs and impact of COVID on the school community - both with technology, health and safety, academic programming, and social emotional needs.

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)

Needs assessment took place to make sure all stakeholders were involved. As a Charter School, Camden's Promise regularly completes assessment to determine it is serving all community. Camden's Promise Charter School maintains a full child study team, special education department, and ELL staff. All representation has been included in committees of Restart and Pandemic to ensure that programs are continued to be supported. Throughout the pandemic, communication has been crucial with all families to continue to support the emotional and physical needs. The utilization of data collection and analysis has been central to this process. Data has helped to identify areas of health and wellness needs, academic gaps, and both struggling and excelling populations. Camden's Promise staff and culture have ensured no student becomes invisible. Daily check-ins have continued to be maintained. The school will continue to strengthen virtual touchpoints and identify both signs of concern and strength. School-wide Social emotional response teams have been mobilized to monitor and implement plans to meet the needs of emerging effects of the Pandemic. As always, Camden's Promise will continue to seek to unite and celebrate the student, family and staff accomplishments throughout the process.

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)

Throughout the pandemic, the formation of different committees of stakeholders has been crucial to determine the needs of the school community. Specifically our students that been identified as at risk, children with disabilities, English Learners, homeless, foster care, and underserved have been a priority. It is determining

what their basic needs are, followed by mental and social emotional needs, and then ultimately academic needs. Their representation has been all the various committees.