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Applicant: 33 4280 QUINTON TOWNSHIP
- Salem

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER
- 00-

Project Period: 3/13/2020 -

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Cycle: Original Application

9/30/2024

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)

Due to the State guidelines for COVID, QTS needs to order EPA registered sanitizers and cleaners along with State mandated PPE. These items are needed in addition to regular cleaning supplies that are purchased each year. QTS will also utilize funds to continuously improve ventilation and air quality, especially with COVID, and require constant maintenance, repairs and upgrades to maintain all systems.

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)

QTS will offer students a 5 week summer program for 4 hours a day to receive small group instruction on the foundational skills in ELA and Math needed to be successful in the future. Students will also receive STEM instruction as well as daily SEL.

QTS will offer after school ELA and Math instruction at the student's level. Students will be grouped based on need and grade level. Students will come to our after school

program two days a week for an hour after school to receive small group instruction on the foundational skills needed to be successful in the future. Transportation home for students who participate in the after school program will be offered.

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)

Funds are spent in accordance with the grant application and allowable uses of the funds, but if any changes occur where we need more cleaning supplies, or more students sign up for summer school/after school we may have to hire more staff, in which case we will make adjustments to cover those costs.

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)

QTS has a school improvement team consisting of the school superintendent, principal, BOE member, Union Leader, Guidance counselor, staff members, and parents. This team gathers data from the Homeless Liaison, ELL Coordinator, Testing Coordinator, Child Study Team Chair, etc. to make meaningful decisions for all of the school's stakeholders. The public may provide input or attend any of the school improvement team of BOE meetings and offer input. Additionally, QTS has a Mental Health Counselor employed to meet the needs of all students affected by COVID-19. The Mental Health Counselor meets with all students quarterly to gauge their mental health needs as affected by the COVID-19 pandemic. The students are then given appropriate interventions as determined by the screening tools used to gauge needs. Students are placed on a tiered system for mental health interventions (tier one- all students receive interventions through Classroom SEL activities, tier two- students at moderate risk receive counseling services in-school or out-of-school, tier three- students at high risk are referred for out-patient services, as determined by the school's risk management protocols).

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)

QTS staff members work closely with community partners to ensure all student needs are met, including those placed in foster care settings, students identified as English Learners, children in transition or experiencing homelessness, and children with disabilities. QTS' Child Study Team collaborates closely with other Salem County CSTs and community stakeholders in regards to children with disabilities. QTS works jointly with the Division of Child Protection and Permanency and Resource Families for students in Foster Care. The QTS McKinney-Vento homeless liaison participates in various trainings and collaborates with the tri-county (Salem, Cumberland and Gloucester) homeless liaisons for students in transition, experiencing homelessness, or migratory students.