

LEA Plan for Use Of Funds

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;

The district is implementing mitigation strategies as outlined in CDC guidance, NJDOH guidance and NJDOE Road Forward guidance. Funds will be used to ensure HVAC systems are functioning effectively and efficiently to maintain a temperature-controlled comfortable learning environment while seeking to improve airflow, increased air circulation of outdoor air, increased delivery of clean air and dilute potential contaminants. Also, the district placed great emphasis on reducing class size to ensure social distancing to the maximum extent possible.

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;

The district is looking to provide extended learning opportunities through afterschool programs and summer programs. These programs will focus on strengthening foundational concepts and skills, while engaging students with grade level concepts and skills. These programs will be project-based so that students are highly engaged and are provided with opportunities to explore other curricular topics that are not typically explored during the school year. During the school year, our most academically at-risk students will be provided with an intensive small group instruction. We also focused on reducing class size both as a mitigating measure to prevent COVID transmission but also as a way to address interrupted learning. Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing racially or socioeconomically based achievement gaps.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and

With the increase number of devices and educational APPs and software programs, an additional IT person is needed to diagnose, evaluate, and maintain devices and infrastructure. Funds will also be utilized to address the socioemotional and mental health needs of our students. Curricular resources have been identified to provide teachers with resources to meet the wide range of skills of our students. In addition, teachers will be provided with ongoing, job-embedded professional learning focused on differentiating instruction, best instructional practices, handling and managing student behaviors in class and developing socialization skills.

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.

The district engaged stakeholders through a survey and in meetings we collaboratively identified the needs of our community. As a district, we continuously analyze data to identify students and their needs, and provide resources where appropriate. As part of our analysis, we specifically sought to address the needs of our student populations who are most at-risk and affected by the pandemic. For example, we are focusing our tier 3 intervention intensive small group instruction with SE students, increasing our classroom libraries with a greater variety of leveled readers while increasing the number of leveled readers in ELLs' native language to support both their English language development and literacy. Lastly, our focus on SEL and mental health supports benefit all of our students while providing flexibility in availability of services provided to accommodate the specific needs of our student subgroups. A focus is also placed on addressing classroom behaviors and socialization for our SE students in general education mainstream classrooms, however, we are also finding that these supports are also beneficial for some of our general education students who are having difficulty adjusting to full-time in-person instruction.

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.

Consultation with various stakeholders is ongoing and we engage in collaborative discussions with outside agencies and groups (e.g., South Bergen Jointure Commission, SEPAC, regional McKinney-Vento and Bilingual/ESL group meetings) which keep us informed of a variety of resources and supports that we can access and align to identified needs.

ARP-ESSER

Allocation and Use Breakdown

Total ARP-ESSER Allocation \$2,614,120

ARP-ESSER \$2,265,726

Must allocate 20% for learning loss (\$453,145)

- Education Consultant (Janis Cameron) provides Tier 3 small group instruction to general education & SE students
- Math curriculum resources
- K-5 leveled readers for classroom libraries to support general education & ELLs
- Teachers to reduce class size
- Facility uses: Boiler, upgrade air conditioning/HVAC, HVAC filter replacements
- Custodial staff for increased cleaning and disinfecting of school to prevent/reduce COVID transmission
- Support opening of Memorial School
- IT Person
- 6th period teacher coverage

Accelerated Learning Coaching and Educator Support Grant \$223,394

- Math Consultant- Mary Oates
- ELA Consultant – Elaine Bakke
- Third party provider BCBA and LDTC provide job-embedded PD, coaching and modeling, and identify academic and behavioral supports for students

Evidence-Based Summer Learning and Enrichment Activities Grant \$40,000

K-5 summer enrichment program

Evidence-Based Comprehensive Beyond the School Day Activities Grant \$40,000

- K-5 afterschool program
- HS SAT Prep program

NJTSS Mental Health Support Staffing \$45,000

Part-time middle school counselor (non-tenured track)