



### **Plan for Use of Funds:**

#### **American Rescue Plan Elementary and Secondary School Emergency Relief**

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;

Additional staffing is needed to support cleaning and sanitization of school buildings. Additional staffing is needed to support Maintenance/Repair of HVAC systems. Supplies are needed to support cleaning and sanitization of the school buildings. HVAC- Air Conditioning installation for shop spaces that do not currently have 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;

ESSER ARP Budget 20% Learning Loss Set Aside- Funds for summer instruction, benchmarking assessments, beyond the school day learning and enrichment, staff professional development, data Analysis and learning coaching, data management system enhancements, instructional supplies, and instructional equipment.

Accelerated Learning Coaching and Educator Support Grant- School leader to support technology integration and data driven instruction to accelerate student learning and provide educator professional development support.

Evidence Based Summer Learning and Enrichment- Summer bridge/summer learning academy instructors and instructional supplies.

Evidence Based Beyond the School Day- Beyond the school day instruction and supplies.

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

Activities authorized under Carl D. Perkins CTE: Instructional Supplies and equipment.

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.

The coordinated funding allocations from the ESSER ARP 20% set aside funds, Accelerated Learning Coaching and Educators Support, Summer Learning and Enrichment, Evidence Based Comprehensive Beyond the School Day, and NJTSS Mental Health Support Staffing Grants will be used to provide coordinated instructional support and interventions to respond to academic, social, emotional, and mental health needs of all students. The coordinating ESSER ARP activities designed to address COVID-19 related learning loss in a comprehensive and coordinated manner that includes personnel to support programming academic/CTE/and socio-emotional programming, assessments to inform learning activities, staff professional development to evaluate data and drive instruction and supplies/equipment to support small group and individualized student practice. School leaders and instructors will continue seeking input from stakeholders including parents, students, teachers, school counselors, industry professionals, industry associations, and government agencies to address learning loss associated with COVID-19 and accelerate student learning in order to enhance student outcomes and improve post-secondary outcomes.

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.

The district regularly engages in and will continue to engage in consultation with the following stakeholder groups parents, students, teachers, school counselors, industry professionals, industry associations, and government agencies.