

ARP ESSER

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; (964 of 2000 maximum characters used)

The district will adhere to guidance provided by the NJDOH, NJDOE, and the WCDOH with regard to mask protocol. The district will adhere to guidance with regard to social distancing protocol for schools. Signage promoting health standards will be utilized and school nurses will provide information and lesson intervention in the classroom setting. Hand sanitizing stations will be provided and free standing air purifiers will be in use. Surfaces and frequently touched objects will be cleaned regularly and areas of exposure will be subject to deep clean procedures. Doors and windows will be open to improve indoor air quality. The district will assist families in working with authorities to complete contact tracing protocol. Nursing personnel will provide support and resources to families, when warranted. Provided funds will assist in improving the indoor air quality of the district in accordance with the designed Capital Improvement Plan of the district.

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; (478 of 2000 maximum characters used)

Enrichment opportunities for all students of the district, grades kindergarten through sixth grade, requiring remediation as determined by internal data collection programming will be provided. Ancillary programming will be scheduled based upon Response to Intervention data collected through tiered level of support programming. Internal Response to Intervention data collection will drive the development of extended learning opportunities and small group remedial instruction.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (725 of 2000 maximum characters used)

Additional funds will support school based mental health programming and services to students and families negatively impacted by the pandemic. The district will utilize collected Response to Intervention data to develop tiered level of supports. Through comprehensive data collection and programming, necessary mental health supports will be available outside of the regular school day and during summer programming. Funds will also support the scope of work to upgrade electrical service and the replacement of unit ventilators and condensers to improve indoor air quality. The project will support recommended ventilation requirements and improve and address air quality issues impacting the district due to the pandemic.

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.

(698 of 2000 maximum characters used)

Collaborative student focused grade and building level meetings of staff will identify and help design the need for services for all students in grades kindergarten through sixth grade. Parent surveys and weekly parent-teacher communication through the districtwide communication system will assist in the collection of data regarding the needs of parents of the district. Time during each districtwide faculty meeting, building level meeting, and grade level meeting will be designated for addressing the needs of students and families in navigating through the impact of the pandemic. Board of Education approval will be garnered prior to the implementation of programs associated with the grant.

4. 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. (700 of 2000 maximum characters used)

The Washington Borough School District's Special Education Parent Advisory Group, in collaboration with the Warren Hills Cluster SEPAG/SEAC, will provide the opportunity for parents to participate in the development and implementation of programming associated with providing academic and mental and social and emotional support to members of the district's learning community. The district's Homeless Liaison and ELL Coordinator will provide resources and information to assist families experiencing homelessness during the lifetime of the grant. The district's ESL Coordinator will work collaboratively with families of identified to students to provide meaningful communication with families.