

The Plan for the Use of APR/ESSER 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 updates the Safe return plan each month as needed to address the CDC guidance for reopening the schools. The District will upgrade the middle school management system and create outdoor learning spaces to ensure access to well ventilated learning environments. The District will expand the playground, including a sensory path, for safe recess and outdoor physical education activities and large group outside gatherings allowing social distancing and avoid inside large gatherings where social distancing is limited.

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; (688 of 2000 maximum characters used)

The District will provide experienced coaches for professional development to guide teachers in the delivery of content, this coaching will prioritize content and learning by focusing on the depth of instruction rather than the pace, focusing on reading and writing, inquiry learning and problem based learning. The District will provide additional instructional and academic opportunities, such as summer academies, tutoring, enrichment programs, online intervention programs, and extension activities offered to students in addition to the services included in a student's IEP.

Summer programs for grade 1-2 to provide supplemental instruction in foundational math and reading skills for student learning that was impacted by COVID19 .

The District will provide a transition summer program for rising 5th graders entering the middle school. It will focus on social skills and emotional support.

Academic enrichment and extended learning opportunities during Summer STEAM camps will be offered. The Makerspace at the Elementary School will be updated with supplies and technology to allow for inquiry learning and problem solving during STEAM camps.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (284 of 2000 maximum characters used)

The District will be purchasing the necessary tools for teachers to provide an appropriate instructional plan based on data collected and audited by teachers and administration. The instructional program will target individual needs through instructional tools, additional instructional time and technology.

The District will hire additional teachers to increase the instructional time in MATH and ELA to allow for block instruction and increase the efficacy in the classroom and reduce class size in the elementary school.

The District will continue to support the efficacy of instruction through administrative support of instruction in the classroom by supporting the alignment of instruction to the NJSLS.

The District will hire ½ time basic skills teacher to support emergent reading skills.

The District will purchase a data collection/benchmark system (MAP) to evaluate student growth.

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 LEA consulted and created with input from BOE, parents, teachers, and district administration. The District will use the data collected through the data system (Measure of Academic Progress,) and computerized adaptive test to inform teachers, parents, and administrators in order to improve learning for all students and make informed decisions to promote a child's academic growth. Through our RTI and I&RS meetings meaningful decision-making with parents involvement will be implemented to target instruction for our most disenfranchised students.

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. (446 of 2000 maximum characters used)

The District will use the data collected through the data system (Measure of Academic Progress,) and computerized adaptive test to inform teachers, parents, and administrators to improve learning for all students and make informed decisions to promote a child's academic growth. The District consults with the Homeless Liaison, Social workers, and CST to ensure the interest of all

underserved children are being addressed. Through or RTI and I&RS meetings meaningful decision-making with parents' involvement will be implemented to target instruction on our most disenfranchised students.