

Allocation

	Total District Award/Allocation	Amount Available May 24th
ESSER	148,209	98,736
Accelerated Learning Coaching and Educator Support Grant	50,000	
Evidence-Based Summer Learning and Enrichment Activities Grant	40,000	
Evidence-Based Comprehensive Beyond the School Day Activities Grant	40,000	
NJTSS Mental Health Support Staffing Grant	45,000	

Identify Needs 1 and 2

[Instructions](#)

Identify Need 1 (75 maximum characters)

Additional educational programs and social-emotional learning opportunities

a. Description of Need ([count] of 1000 maximum characters used)

WIN (What I Need) after school academic programs that focus on in depth learning opportunities in mathematics, science, social studies, language arts, physical education and music education. The programs are designed to engage students, improve in-person attendance, provide in-depth learning opportunities, using the community as a classroom, project based learning opportunities, neurologically supported impacts for brain development and opportunities to further develop social-emotional learning among the students.

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)

The district will evaluate local and state assessment data to identify areas of learning loss experienced in the pandemic. The district will evaluate educator evaluations to identify area of need within social-emotional development based on the age specific expectations. Periodically throughout the programs the district will evaluate the educational and social-emotional developments through an array of teacher led measurements.

d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)

Learning loss experienced by an altered educational environment due to COVID. This learning loss is amplified by the critical developmental milestones normally experienced in an elementary learning

environment.

Identify Need 2 (75 maximum characters)

Speech Language instructional support

a. Description of Need ([count] of 1000 maximum characters used)

Expanded need for Speech Language instructional support for students experiencing developmental delays in speech language processing brought on by the COVID learning environment.

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)

Evaluation of student assessment data and individualized milestone evaluation conducted by a licensed speech language therapist.

d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)

Impact of altered learning environment experienced during COVID and speech language development impacted by masking and social distancing.

Identify Needs 3 and 4

[Instructions](#)

Identify Need 3 (75 maximum characters)

Expansion of music education program to aid in brain development

a. Description of Need ([count] of 1000 maximum characters used)

Need to focus on brain development for elementary students to aid in future mathematics and language arts instruction so that COVID impacted elementary students do not experience future negative educational impact.

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

The district researched brain development indicating a correlation between elementary music education and brain development that supports future STEM and language arts comprehension as well as brain pliability and creativity. Students lost opportunities throughout the pandemic and expanded opportunities will address those lost developments. Student participation will be tracked and musical growth will be monitored.

d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)

Loss of music education opportunities based on CDC and NJ DOH recommended COVID restrictions on music education.

Identify Need 4 (75 maximum characters)

Special Education student learning loss - ESY Program enrollment

a. Description of Need ([count] of 1000 maximum characters used)

Learning loss experienced by classified students due to changes in learning environments and limitations on summer learning opportunities.

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)

Child Study Team evaluation of learning and developmental impacts experienced by classified students due to limited summer learning opportunities and altered school year learning environments.

d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)

COVID impacted educational programs for self-contained classified students following NJ DOE, NJ DOH and CDC guidelines.

Identify Needs 5 and 6[Instructions](#)**Identify Need 5 (75 maximum characters)**

Mental Health Services

a. Description of Need ([count] of 1000 maximum characters used)

Mental health and counseling services for students impacted educationally and developmentally by the pandemic.

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

The district will evaluate student needs by reviewing academic achievement, social-emotional development markers, attendance data, anecdotal family feedback, teacher feedback and counselor evaluations.

d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)

Increased stress, reduced social-emotional development, and familial strain impacted by the pandemic.

Identify Need 6 (75 maximum characters)**a. Description of Need ([count] of 1000 maximum characters used)**

b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)

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; ([count] of 2000 maximum characters used)

The ability to implement prevention and mitigation strategies have been fully funded through other Federal funds and the local budget. There are no unmet needs related to this area.

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)

The LEA will utilize funds to provide WIN program education to the students, ESY to classified students impacted by COVID learning environments, music education to address brain development concerns among elementary students, and speech language services to address deficiencies identified over the past year + of education.

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)

The remaining funds will be spent addressing mental health concerns of students through a multi-tiered level of supports.

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 COVID19 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)

The LEA will identify impacted students to focus on academic achievement, attendance, social-emotional learning and mental health needs. The LEA will meet with students and staff to identify the WIN program activities with the highest level of relevance to address those needs. The district will evaluate the impact of these activities by reviewing an array of student measurements in consultation with staff and parents.

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)

The district meets regularly with staff and students to evaluate all academic and social-emotional development measures. The district regularly seeks community and family input in the development and evaluation of educational programs