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Applicant: 27 2460
 KINNELON
 BOROUGH -
 Morris
 American
 Rescue Plan

Application: - ESSER - **Project**
Cycle: 00- **Period:**
 Original 3/13/2020 -
 Application 9/30/2024

American Rescue Plan Consolidated Application Sections ▼

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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 District would like to install HEPA filters in all rooms in all schools to improve indoor air quality. In addition, as per Executive Order 253, the District needs to collect staff information on either COVID-19 vaccine or on-going test results to help prevent outbreaks and reduce transmission. In order to manage this vaccine/testing data collection for the approximate 325 District employees, the District needs to secure a digital platform to collect and store the data. The District has chosen Frontline Central to manage the data collection since an account with Frontline has already been established for other modules.

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 District currently runs a Summer Learning Academy that is funded with Title I grant money. This program is restricted to a certain population of students that are in most needs of remediation. The District would like to further expand the Summer Learning Academy to include a much more diverse population of student subgroups that also need reinforcement of skills to further close the achievement gap, but also offer these and others an enrichment opportunity for learning acceleration. Such programs can include STEAM related activities.

The District currently runs a Supplemental Support Program that runs either before or after school and is funded with Title I grant money. This is a Tier II support. This program is restricted to a certain population of students that are in most need of remediation. The District would like to further expand the Supplemental Support Program to include a Tier III option and would provide 1:1 tutoring for students in English Language Arts and/or Mathematics either in person or virtually.

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)

Teachers need their own individual chromebook to make learning flexible and portable, allowing students to engage more readily and collaborate with peers. Having their own device will allow them to guide this process. In addition, classroom projectors need replacement. Teachers rely on interactive whiteboards to display instruction and provide opportunities for

engagement to all students, giving access to all. It is important for students to see the learning happening in order to focus, engage, understand, and collaborate.

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.

([count] of 2000 maximum characters used)

Educators require guidance on how to best provide students with the social/emotional support needed to successfully access and be present for learning. While many of our students physically attend school on a consistent basis, many are unavailable for learning due to on-going emotional stress that interrupts learning. Administrators need access to resources in order to provide their teachers with a social/emotional toolkit that addresses the various needs of students. Culturally responsive teaching is necessary in order to meet the needs of all our learners and families, which includes underrepresented subgroups (students of color, low income families, students with disabilities, English learners).

Providing resources, professional development, and instruction in the area of social emotional learning is more important now than ever before. We have noticed a high level of anxiety amongst staff, students, and families this school year. Teachers need training to learn instructional methods and techniques that can be infused into their daily lessons. They also need self-care strategies and mental health support to cope with the stress they continue to experience in an effort to reduce the level of anxiety and increase coping strategies. Teachers will also need training to identify students exhibiting signs of depression, anxiety, and/or emotional distress and provide guidance to the student.

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 will engage in meaningful consultation with organizations and various stakeholders that represent students with disabilities, English language learners, children experiencing homelessness, children in foster care, and families that are economically disadvantaged.