

ARP ESSER III GRANT

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.

The district has allotted \$72,000 of grant funds for COVID safety supplies. These funds will go directly to purchasing sanitizing supplies and equipment to mitigate the spread of disease. The district will also use the money to purchase personal protective equipment to shield individuals from infection.

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.

The district has allocated \$222,601 to address the academic impact of lost instruction time. These funds will be used for summer enrichment and learning acceleration programs, targeted professional development and support for teachers to address learning loss, Professional Learning Community (PLC) support to address learning loss, technology supports to better reach students, and after-school universal support for students such as Princeton Review's tutor.com.

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

Per 2001(e)(2)(H) Funds will be used to pay stipends for teachers participating in professional development during the summer and academic school year.

Per 2001(e)(2)(I) Monthly PPE-related supplies to clean and sanitize all buildings such as Surgical masks, electrostatic sprayer, gloves, disinfecting spray (or wipes), hand sanitizer, and daily/nightly cleaning supplies.

Per 2001(e)(2)(K) To purchase licenses for various software applications and platforms that both students and teachers will utilize during the school day, after school, and summer. We will also purchase Smartboards and laptops to promote 1-to-1 learning environment.

Per 2001(e)(2)(L) Funds will be used to hire consultants to provide health services to students, teachers, and parents. We will also purchase software that provides stress & mental health support to students by delivering on-demand, personalized care.

Per 2001(e)(2)(M) We will use funds to design and operate Summer Enrichment programs and purchase online instructional resources to expand our academic and CTE course offerings.

Per 2001(e)(2)(R) Funds will be used to cover the cost of additional homebound instruction resulting from mental health challenges students experienced during the pandemic and/or during their transition to in-person instruction.

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 district will use data to inform how each specific intervention impacts students. The data collected will include, but not be limited to the following list. The assessment and mental health intervention data will be disaggregated by demographic subgroups to include vulnerable populations.

- *Benchmark exams in specific academic and CTE courses. Benchmark data will include student performance in summer programs as well as during the school year.*
- *Standardized test data from nationally normed assessments and state assessments administered by the school throughout the school year.*
- *Data generated from Challenge Success surveys of students, teachers, and parents.*
- *Reports generated from Inspired Instruction's work with teacher PLCs.*

- *Reports generated from Princeton Review's tutor.com on student usage, including early alerts.*
- *Student, parent, and faculty participation in mental health initiatives such as Navigating Success Through Wellness, Neolth, and Tri-County Behavioral Care.*
- *Perkins V Comprehensive Local Needs Assessment which is required for all county vocational school districts.*

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.

As a school of choice, Morris County Vocational School District accepts all qualified students regardless of disability, economic status, or primary language. To coordinate services for these particular populations, the district will engage in meaningful consultation with experts on disability rights, organizations that support families with students with disabilities, English Learners, socioeconomically disadvantaged students, home-insecure students, and those who are underserved. The district will also identify any student who is home insecure and establish the correct social services contacts. Using these contacts, the district will conduct a needs assessment and determine what supports it can provide to best serve the students. For English Learners, the district will use benchmark assessments to determine the students' current academic levels, identify appropriate support resources, and purchase those resources. For other vulnerable populations, the district will take the same approach as above.