

Ewing Township Board of Education
ARP ESSER – Local Use of Funds Plan

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| District: | Ewing Township |
| Address: | 2099 Pennington Road; Ewing, NJ 08618 |
| District Contacts: | Grant Program: Mr. Harry Louth (609) 538-9800 Ext. 7176 Fiscal: Mr. Dennis J. Nettleton (609) 538-9800 Ext. 1302 |

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 Ewing Public Schools will return to pre-pandemic mitigation strategies. Should conditions change or stakeholder feedback necessitate, the district will review conditions and strategies to offer any necessary revisions. The district has budgeted a portion of ARP ESSER funding to be used for cleaning/sanitation supplies and for supplemental capital improvements/purchases to further support the safe continuation of in-person learning and for the improvement of air quality district-wide. District plans for mitigation strategies also include practices related to prudent wearing of masks when recommended, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer stations throughout the district, cough and sneeze etiquette will be emphasized. We will also be cleaning and maintaining our facilities including improvements to ventilation, installation of the highest MERV rated filters as possible, repairing and replacing unit ventilators to better manage air flow and outdoor air intake for improved ventilation. We also have several trained experienced contact tracers on staff. The district will also continue to encourage faculty, staff, and students to be vaccinated. The District will also make the appropriate accommodations for children with special needs with respect to our health and safety protocols. This could include concepts such as home instruction when appropriate or further mitigation effort within the school setting.

2. How will the LEA 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 will utilize a portion of the ARP ESSER funding to provide extended day learning opportunities to students in grades K through 12. We have budgeted for technology supplies for any additional staff as well as students, additional sanitation supplies and materials, and additional

facilities improvements to support our continuation of in-person learning. Outdoor classrooms have been budgeted through the use of large commercial grade tents and temporary desks and chairs to assist with social distancing. We also budgeted for summer learning programs throughout the district supporting our Extended School Year program for our special needs population, increased English Language Learner Resources and additional supports for all students.

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

The district will utilize some of the ARP ESSER Funds to hire additional intervention staff to address the academic impact of lost instructional time. We will also purchase additional supports to assist our various academies throughout the district. Additional budget items in the form of staff and/or interventions will also be provided to support student social, emotional and wellness initiatives throughout the district. We have also budgeted for technology supplies for additional staff as well as students, additional safety and sanitation supplies and materials, and additional facilities improvements to support our in-person learning.

4. How will the LEA ensure that the interventions it implements, including but not limited to the intervention 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 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, the LEA must engage in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, the LEA must engage in meaningful consultation with students; families; and school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions.

The district may use a portion of the ARP ESSER funds to hire additional staff in the form of social workers and counselors to address student needs. Students demonstration challenges with self-regulation will be supported with additional goals and strategies by teachers and school counselors. Social workers and clinicians will further support teachers with self-regulation techniques. Students will work collaboratively around high interest topics that promote wellness, peer interaction, and immerse students in the in-person school setting. School counselors, social workers and clinicians will work in partnership with classroom teachers to observe students within the Ewing Public Schools looking for signs of social, emotional, or mental stress with a focus on those students more

likely to be disproportionately impacted by the pandemic. Principals and counselors will continue to reach out through wellness calls to families to discuss ongoing student engagement, social emotional wellness, and mental health concerns. Through these partnerships, school teams will identify need family support.

The Ewing Public School District is dedicated to addressing student needs through a variety of interventions in the areas of both educational and emotional development. Ongoing information continues to be disseminated to the public and school community through public presentations, Board of Education meetings, and stakeholder meetings. Also, school staff has been consulted to address areas of concerns.

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 organization (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 or other underserved students.

In terms of meaningful engagement, the Director of Special Education and Grants Management in collaboration with the School Business Administrator have begun an education program to engage with the public. Special meetings were held with the public and school staff and community to overview all grant funds received. A special web page was added to the district website for the community to access budget, information, and presentations on this material. Additional on that page, the public can access a special email address to specifically communicate with the districts about grant related topics. Monthly, during the public board meeting, the School Business Administrator provides a report to the board and public noting balances in grant accounts, money spent, encumbered, and/or available and affords anyone present an opportunity to ask questions. Additional meetings will be planned as deemed necessary. We have additionally, consulted with all local organizations working with underserved student populations