

Essex County Schools of Technology

District Plan for Use of ARP ESSER 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 is committed in providing a safe and clean environment for all students and staff for in-person learning. Prevention and mitigation strategies will be enforced using the guidelines provided by the CDC, Governor Murphy and the Essex County Department of Health. Funds may be used to facilitate any school facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards. Throughout the school year, as in-person learning is occurring, funds may also be used for inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in the school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

In addition, funds will be used to clean the schools on a regular basis with deep cleaning done at least once per week. Throughout the workday, the custodial staff will follow a routine of surface cleaning in the major touch point areas such as restrooms, handrails, buttons on vending machines and elevators, and drinking fountains. Later custodial shifts will apply the full standard cleaning of all areas such as classroom desks and chairs, lunchroom tables and chairs, door handles and push plates, kitchens and bathrooms, light switches, handles on equipment, shared telephones, shared desktops, shared computer keyboards and mice to be ready for the next school day. EPA approved disinfectant/sanitizer will be acquired and used. In addition, all schools will undergo deep cleaning at least once per week using disinfectant and sanitizer.

- 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**

As a result of the pandemic, students did not get the opportunity to master curricular standards as described in the grade level curriculum. Funds will be used to plan and implement academic support programs to address this learning loss for all students in the various subgroups, including Black, Hispanic, Economically disadvantaged, Special Needs, and English Learners. Beginning in the summer, students will attend classes for at least two hours per day for up to thirty days and participate in learning academies in various subjects. Classes will also be offered to students who struggled in any subject so that they can recover credits that they have not attained during the school year. In addition, students will have the opportunity to complete courses for credit so that they can accelerate their learning in their respective program of study.

During the school year, the district will actively monitor student progress to identify and address the needs of struggling students. Struggling students will have to attend the extended day program after school, when they will be provided with targeted instruction to address their specific needs. Instructions will use various resources and evidence-based strategies to meet the comprehensive needs of students. Students will attend classes for an hour each day for at least two days per week for the identified need. In cases where students are lagging far behind, funds may be used to implement a one to one tutoring program.

In particular, the diverse needs of special education students and English learners will be addressed. Additional resources may be acquired for students in these subgroups so that the students in these subgroups can recover. With much emphasis being placed on the use of technology to advance learning, funds may be used to also acquire appropriate software and technology devices as needed. Moreover, access to online resources would be explored.

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

Funds will be used to support the individual schools as they continue to implement in-person learning for students and staff. Principals and other school leaders will be provided with the resources necessary to address the needs of their respective schools. This may entail the purchasing educational technology - hardware, software, and connectivity for students. The needs of all students will be assessed throughout the year, with added focus on the low income, English learners and students with disabilities, to determine what resources they may need to succeed.

The district will also facilitate and provide on-going training and professional development for staff on improving instructional practices that address the needs of diverse learners along with training on sanitation and minimizing the spread of infectious diseases. Expert educational and professional development consultants may be recruited to specific needs of staff.

In addition, funds will be used to improve and expand parental outreach. Information and assistance will be provided to parents and families on how they can effectively support students, including in a remote -learning environment. Communication will be done in a language parents can understand with translation services acquired to facilitate such correspondence.

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.

With all schools implementing school wide plans, students are provided with equitable services that match their individual academic and social emotional needs. Throughout the year, student progress is monitored and struggling students identified for intervention services. Students are provided with academic support with the use of specific resources in the extended day and year program. With the additional instructional time, students will get the opportunity to recover in the mastery of key curricular content. The impact of the intervention strategies and resources is measured by empirical performance data obtained using the student information system.

Periodic snapshot of student performance is taken and analyzed to evaluate their progress and hence the effectiveness of the interventions used. Very detailed analyzes are done by all the measurable subgroups in each school so that pockets of struggling students are not missed.

Much emphasis will be placed in addressing the social emotional needs of students and staff. On-going support will be provided with the services of expert consultants. Feedback sessions will also be facilitated for common student and staff growth.

While the components of the Annual School Plan are implemented, periodic feedback will be provided to all stakeholders via group meetings throughout the year. There will also be consultation with the various stakeholders-parents, staff, school and district administrators, teachers, consultants, paraprofessionals and other personnel during scheduled meetings in the school year. Stakeholders will be kept informed on the progress of the schools in achieving their goals.

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.

There will be periodic consultation meetings with stakeholders representing various agencies and educational institutions. Using the Title I meetings as a successful model, stakeholder meetings will be scheduled and information will be disseminated for discussion on a regular basis. Presentations of school and district progress on achieving key goals will be prepared and delivered. With the core group of stakeholders within the district, presentations will be done during the prep time of staff giving them the opportunity to participate.

Information on district progress will also be disseminated at the monthly public Board meetings. In addition, communication to the public and in particular, parents, will be done on a regular basis using our student information system.