

ESSER ARP – Use of Funds Plan

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 funds will be used to implement prevention and mitigation strategies that are to the greatest extent practicable to keep schools open continuously and safely and operate schools for in-person learning. The funds will provide the necessary supports and interventions to ensure students struggling with academic, behavioral, and mental health issues have what they need to attend school in-person and on a consistent basis.

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 LEA is using reserved funds in the form of tuition for out-of-district placements for students, both special education and regular education, who have demonstrated a need for higher levels of support because of lost instructional time due to COVID closures and remote learning. Students in this category were determined, either administratively or through IEP teams, to have shown a significant decline in behavior or mental health that was not present to this level prior to COVID closures, and that cannot be handled in the comprehensive high school setting even with Tier 2 or intensive Tier 3 supports in place. These funds will be sufficient to cover tuition for at least five (5) regular education students in need of intensive mental health and/or behavioral supports, and at least five (5) special education students requiring intensive mental health and/or behavioral supports.

The LEA is using reserved funds for extended learning and support during the summer. The LEA Extended Day Learning Programs are necessary to provide personalized and varied academic enrichment and support, including tutorial services to help students, particularly those most impacted by the pandemic, meet graduation requirements or prepare for upcoming coursework. The LEA Summer Academy includes opportunities for: 1. Credit Recovery courses, for students who have

failed a course and need to regain credit, 2. Original Credit Courses, for students who are seeking enrichment opportunities or need to fulfill graduation requirements or advance in a course sequence, 3. Algebra 1 Bridge course for additional support for students enrolling in Algebra 1, specifically targeted instruction that previews standards for students' upcoming year, and 4. AP Bridge course for students enrolling in Advanced Placement courses for the first time in the upcoming school year. These learning opportunities will provide academic enrichment and support for students disproportionately impacted (students from low-income families, racial or ethnic groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care) will be provided remediation and enrichment, as needed.

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 ARP ESSER funds will provide for the continuation of the one-to-one student device platform, reinstatement of the RAISE Academy, replacement of HVAC equipment, and the implementation of an online, on-demand tutoring service available to all FRHSD students.

Reinstating the RAISE Academy (Regional Alternative Instruction for Success in Education) program for FY23 and FY24. Some students are struggling with the transition to a full-day learning program and require extensive support and assistance, both academically, behaviorally, and socially, to remain in school. A smaller learning environment would be beneficial for this population in order to provide the academic and mental health supports needed for the students to successfully engage in their curriculum and program.

Continuation of the one-to-one student device program will allow greater access to technology for all students while preparing students for an ever-changing world. This program provides all students with immediate access to digital tools, research materials, Google Classroom, Google Suite, and classroom learning materials. Given the flexibility needed to adequately educate students in a variable environment where unpredictable situations may require students to alternate between in-person and remote learning scenarios, the best way to ensure continuity of learning is by adopting a one-to-one student laptop program. An extensive review by architect/engineering professionals for consideration in recent referenda. Various HVAC equipment has reached the end of its useful life. Replacement HVAC equipment and associated

connection into the Building Management System will be funded through ARP ESSER.

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 Needs Assessment was conducted and provides the District with data and information that target our areas of need. Input from the District Needs Assessment was received from district stakeholders, parent/guardians, and community members.

The Special Education Advisory Council (SEAC) meets during the school year to discuss and review the needs assessment and discuss interventions that respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted, including students with disabilities, by the COVID-19 pandemic.

District will ensure interventions respond to the academic, social, emotional and mental health needs of all students through a comprehensive review of the following quantitative and qualitative data: High-quality local (Through-course assessments), state (Start Strong, NJSLA, NJGPA) and national (PSAT) assessment data to accurately assess students' academic progress. All students, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students, participate in benchmarking assessments in order to assess academic progress.

Student attendance data

Student conduct data

Climate survey data
Parent feedback data

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.

The District engages in numerous forms of outreach for the organizations and stakeholders indicated. Annually, we conduct a Comprehensive Needs Assessment where we seek input from families and community stakeholders regarding the use of federal funds. Last year, this outreach collected responses from over 350 parents, 66 teachers, 47 students, and over 40 district and school-based administrators, in addition to child student team members, local government representatives, and community partners. Furthermore, families of English Learners are consulted during parent-family outreach events. Annual meetings are held every spring with the district's Special Education Advisory Council (SEAC) to engage in discussions that help inform progress and future planning for current initiatives or programs that are determined to be a need.