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**Applicant:** HARBOR  
 CITY -  
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 American  
 Rescue Plan **Project**  
**Application:** - ESSER - **Period:**  
**Cycle:** 00- 3/13/2020 -  
 Original 9/30/2024  
 Application

Application Sections

American Rescue Plan Consolidated

Printer-Friendly

### LEA Plan for Use Of Funds

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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)

With supports from these funds the burden on the school and community to ensure the safety of students and staff will be lifted. The district will be able to use a variety of strategies to prevent and mitigate situations, while safely addressing CDC guidelines so that we can open safely and operate in-person learning. These funds will be used in a variety of ways to address not only loss of learning needs, but also health and safety measures. The district plans to use these funds to install better filters in the HVAC system, upgrades to the keyless entry system, water bottle filling stations, upgraded intercom system, and security, as well as signage upgrades, which will provide safer communication focusing on social distancing, better air quality, better hygiene, better cleaning and better disinfecting. These funds will also be used to provide students with a summer program, after school program and additional education services from a Basic Skill Instructor all while addressing possible learning loss due to COVID-19 and remediation for students identified in need. Lastly, funds will also be used to support homeless youth who have been affected by COVID-19.

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)

These funds will also be used to provide students with a summer program, after school program and additional education services from a Basic Skill Instructor all while addressing possible learning loss due to COVID-19 and remediation for

students identified in need. The district will offer a more robust, expanded summer school program for general and special education students. While addressing the instructional needs of at-risk general, ELL, BSI, I&RS, and SPED students. Multiple measures will be used to identify the need for services and Internal benchmarks and skills based assessments, as well as teacher recommendation, parent recommendation, and report card data will be data sources that will assist with this. Possible learning loss among students due to a variation of learning modules during this school year due to COVID-19, which has resulted in student needs that need to be addressed can be supported in this type of program. In addition, Offering an expanded after school remediation program to address learning loss is essential. Multiple measures will be used to identify the need for after school services. Internal benchmarks and skills based assessments, as well as teacher recommendation, parent recommendation, and report card data will be data sources that will assist with this as well. Possible learning loss among students due to a variation of learning modules during the 20-21 school year due to COVID-19, which has resulted in student needs that need to be addressed in an after school setting can be beneficial to student growth. Research shows that the use of assessment to drive instruction is essential. Internal benchmark and skills based assessments were used to measure student progress and learning loss. In addition, data from I&RS interventions, as well as teacher input specific to formative assessment tools also assisted in addressing this need. Additional research to support these programs: <https://www.njspolight.com/2021/04/opinion-shennell-mccloud-helping-kids-recover-learning-loss-nj-american-rescue-plan-tutoring-summer-classes-equitable-funding>.<https://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber>, <http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx>, <https://theteachablemoments.files.wordpress.com/2014/02/using-assessment-to-drive-instruction.pdf>

### 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 district will use any remaining funds to support educational programming for students to support the whole child while focusing on any academic or social emotional impact due to COVID-19.

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)

The district will ensure that a variety of interventions will be implemented to address loss of instructional time through academic supports from a BSI instructor and a summer, as well as after school program. In addition, the district will ensure the the social, emotional, and mental health needs of all students, specifically those that have disproportionately been impacted will be addressed. Through supports from guidance staff and the school social workers, as well as community resources the district can evaluate needs and provided supports. The district will maintain staff and use assessment data, as well as guidance and CST data in determining the need for students to have additional academic, as well as mental health supports. In addition, observation and teacher, as well as parent recommendations for supports and data reported from the I&RS committee will also be used to better address interventions. Collaboration among all staff and parents will ensure equal access for all, while focusing on the needs of our students. Hiring additional staff to address this need will assist the district in servicing our students with needs in various ways, as well as providing supports to staff who work with these at-risk students. Learning loss and mental health services due to COVID-19 have identified that many at-risk students are in need of more supports through direct interventions by a BSI teacher and intervention coach, who will provide staff training addressing best practices to assist these students in the classroom with better interventions to close learning gaps. In addition to learning loss, students well being and mental health have been impacted since the pandemic started. The hiring of an additional School Social Worker to address this need will provide the opportunity to better meet the challenges students are facing. This person will also assist staff with wellness strategies and resources to support

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 has consulted with all entities to ensure equal access for students to support their academic, social, emotional, health, and wellness needs. Stakeholders that play an integral part from the community and school have been consulted for input on how to use funds in a meaningful way to better implement prevention and mitigation strategies that are consistent with CDC guidelines focusing on reopening schools safely for in-person learning. We believe we have made wise decisions as to how to best use these funds to meet the needs of our students during this pandemic.