

American Rescue Plan - ESSER III

Rutherford

DRAFT

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; ([count] of 2000 maximum characters used)

The majority of the ARP-ESSER funds (\$1,122,080) will be used for facilities upgrades, particularly boilers and univents. As critical components of the HVAC system in different buildings, these components need to be replaced. Some univents were replaced during a 2005 referendum-funded renovation and some are being replaced in the current referendum-funded renovation, but the majority in the six buildings in the district are 50 years old or older. The district will be replacing boilers and creating a plan to continue replacing univents. Replacing these components of the HVAC system will allow the schools to continue to safely operate for in-person learning.

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)

Funds have been designated for zero period/after school learning at the high school and middle school; funds for a summer boot camp program have been designated for the high school and for a summer enrichment program at the upper elementary school; funds have also been designated for Family Science Nights for students in grades K-8 in partnership with the Meadowlands Environment Center; and funds have been designated to defray some costs for the summer Extended School year program for students with special needs. All of these programs will continue to address the academic impact of lost instructional time, including for students in vulnerable subgroups such as English language learners, those economically disadvantaged, and those with special needs.

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)

Of the ARP-ESSER funds, a minimum of 20% (\$303,600) will be addressing learning loss through the purchase of a new K-5 reading program, Amplify CKLA, and the anticipated professional development. Since Good Habits, Great Readers has been discontinued by the publisher, a K-5 reading program that addresses foundational needs was sought so that learning loss that may have occurred can be addressed and a strong basis for continued learning can be achieved. Other ARP-ESSER funds are designated for the districtwide continuation of IXL and Newsela. Both of these programs have addressed learning loss in different content areas by supporting standards-based interventions or by making knowledge accessible through different reading levels, as well as providing SEL supports. Newsela can help English learners and immigrant students through different reading levels and provide equitable access to materials.

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 COVID19 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)

Through the purchase of RTI software to streamline strategies, particularly for behavior plans; the support of a behaviorist/learning coach for teachers; continued training of counselors, SACs, CST, and general education teachers through Ramapo for Children; and the coaching for accelerated learning through two support programs on the science of reading, with additional resources and professional development, the district plans to equip staff to better address the impact of lost instructional time and respond to the academic, social, emotional and mental health needs of all students, especially English learners, children with disabilities, and those economically disadvantaged who have been most affected by the impact of the COVID-19 pandemic. Opportunities for the public to provide input occurs at public Board of Education meetings; the Superintendent's roundtable; SEPAC meetings; and through technology, such as the district website and emails. The local education agency has regular consultation with school and district administrators, including special education administrators through monthly Administrative Council meetings; with teachers and staff through faculty meetings, professional learning communities, and union liaison meetings; and with students and families through daily contact.

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 local education agency has had meaningful dialogue with the Rutherford Anti-Racism Initiative (RARI), parents/guardians of English learners, members of the district Equity Committee and school equity committees, the Rutherford Public Library, the Municipal Alliance, and a variety of community organizations, all with the goal of being inclusive in addressing the needs of the community.