

Applicant: 19 0670 CALIFON - Hunterdon
Application: ARP Non Title I - 00-
Cycle: Original Application

ARP Non Title I ▾

Project Period: 1/1/2022 - 12/31/2022

Needs		Safe Return		LEA Plan for Use of Funds
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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)

Supplies to sanitize and clean the facility including special products to address staff/student allergies to reduce the spread of germs both inside the school and on the playground/outside common areas.

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)

Benchmark testing and other assessments will help determine student progress in order to determine progress. Instructional software will provide extension of learning opportunities during both summer and beyond the school day. After school and summer programs will help mitigate gaps caused by the impact of COVID.

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)

Instructional technology including software and devices will be utilized to help mitigate learning gaps caused by COVID. All funds will be utilized in accordance with section 2001(e)(2) of the ARP Act.

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)

School surveys, teachers, Child Study Team and Board of Education input will be utilized to make decisions to determine use of funding and overall needs. A need assessment will help narrow down specific needs. Data from district teachers will help determine specific needs for students related to the impact of COVID and loss of instructional time.

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 Director of the Child Study team input will be used to determine needs of students with disabilities. The Executive County Superintendent and other area Superintendents will be consulted to ensure all students needs are being equitably met.