

Flemington-Raritan Regional School District

American Rescue Plan: 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.***

The District has used federal funds to ensure the health and safety of students through the hiring of Health & Hygiene Team Members and Personal Protection Equipment

- Hired additional staffing to assist sanitizing high-frequency touch surfaces
 - Purchased PPE:
 - Antibacterial wipes
 - Disinfecting tablets
 - Hand sanitizer and dispensers
 - Child and adult size gloves
 - Child and adult size mask
 - Face shields
 - ElectroStatic Sprayers
 - Plastic desk dividers for students
 - Bottle filling stations
 - Touch-less thermometers
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- 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 after school programs, or extended school year.***

The District has developed and implemented a number of student intervention programs, and we plan to continue offering intervention programming utilizing American Rescue Plan funds:

Programs have included the following:

- 2020-2021 Project Impact
 - After school Mathematics Intervention for Grades 5-8
 - After School STEM program for Grades 5-8
 - Daily Attendance for English learners during hybrid learning
 - Daily Attendance for chronically absent students during hybrid learning
 - Title I and Title III ESEA-funded After School programs
- Summer 2021 Interventions
 - Reading Recovery Jump Start Assessment and Identification
 - Summer Book Clubs for Grades K-8
 - Strengthening Early Literacy

- Title I Summer Support Skills Program at FAD and RH Schools
 - Title III Summer ESL Program
 - Summer Mathematics “Bridge” Intervention program
 - Title I Vamos Kindergarten program for English Learners at FAD and RH Schools
 - Title I Summer STEM Experience Program at FAD and RH Schools
 - Special Education Extended Year Summer Program
 - Special Education Supplemental Summer Program
- 2021-2022 Project Reach
 - APR After School Mathematics Program for Grades 3-8 (Tier 2 and 3)
 - APR After School Reading Program for Grades K-2 (Tier 2 and 3)
 - APR ESL Foundational Literacy for English Learners
 - Title III English Learners Homework Club for Grades 1-8 (all schools with ELL programs)
 - Title I Literacy Learning Lab at FAD and RH Schools
 - Title I English Learners “Newcomer Friends” Club at FAD and RH schools
 - Future (2022-2024) Student Programs
 - ESY Supplemental/Transition Program for the summers of 2022 & 2023
 - Summer Literacy Interventions for the summer of 2022 & 2023
 - Summer Mathematics Intervention Program for the summer of 2022 & 2023
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3. *How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.*

- Bridging the Digital Divide
 - Purchased classroom speakers, microphones, web cameras, and an additional teacher computer monitor along with all necessary cabling using ESSER II funding
 - Purchased secure charging carts for K-4 classrooms due to the expanded 1:1 program made possible by the New Jersey Digital Divide Grant
 - Hired an additional technician to support the increased number of computer devices resulting from the 1:1 initiative
 - Purchasing of Zoom licensing to allow for concurrent teaching (2020-2022)
 - Purchasing materials to support the creation and implementation of STEM labs for K-4 schools
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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 engaged in meaningful consultation with stakeholders. Survey responses were collected from the community to plan for large-scale initiatives such as offering tutoring and emotional support through counseling services. We received 493 responses which were used to make decisions to address academic learning loss and mental health challenges. Out of the 493 responses, 240 families chose summer learning academy and/or enrichment programs as their top response to address academic learning loss.

- Academic, Social, Emotional, and Mental Health Mitigations
 - Hired two Bilingual School Counselors (FAD and RH Schools) utilizing Title I and APR funding (2021-2024)
 - Contracted with Effective School Solutions to provide Tier II Counseling for our middle school students (2021-2024)
 - Implementing building-level Title IV wellness and social emotional learning initiatives, such as yoga, gardening, school counselor instructional supplies, etc. (2021-2024)
- Students Disproportionately Impact by the COVID 19 Pandemic
 - Adopted and funding NWEA MAP Growth student benchmark assessment program to assist in the identification of struggling students (2021-2024)
 - Planning to implement one-on-one and small group literacy and mathematics tutoring for identified students (2021-2023)
 - Provided Jetpacks - mobile hot spots - for families without internet access
 - Funding bus transportation for all after school and summer programs (2021-2024)
 - Purchased curriculum materials to support speech and language instruction
- Strengthening Teachers' Capacity to Address Disrupted Learning
 - Providing teachers with literacy coaching as part of the implementation of a new reading program (2021-2024)
 - Providing administrators and teachers with professional learning opportunities to support the implementation of the Universal Design for Learning (UDL) to support efforts at differentiating instruction (2021-2024)

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, child who are incarcerated, and other underserved students.***

- The senior leadership team created a draft of this plan and shared it with the lead nurse and district nurses, the administrative team, FREA leadership, building level Pandemic Response Teams, Joint PTO, Schools Pandemic Response Teams, and Board of Education members

- Once revisions were made, all staff members and parents were provided directions for accessing the draft on the District's website (PDF download) and a URL for a feedback survey. Paper versions of the plan and survey were also made available in school offices
- The deadline for the comments was Friday, June 18, 2021 at which time all results were reviewed by senior leadership and modifications were again made before presenting the plan publicly to the Board of Education
- The plan was presented during a public hearing as part of the Superintendent's Report during the June 21, 2021 Board of Education meeting