



American Rescue Plan Elementary and Secondary School Emergency Relief

Use of Funds Plan



Program and Funding Period

- ★ **Funding Program:** American Rescue Plan Act of 2021 - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)
- ★ **Funding Period:** The funds for this grant cycle **MUST** be encumbered by June 30, 2023. Remaining funds may be carried over into the next fiscal year for a complete period of availability through Sept. 30, 2024.



ARP-ESSER Funding Awards

- ★ #1 - **ESSER: \$6,890,857**
- ★ #2 - **Accelerated Learning Coaching and Educator Support Grant: \$169,275**
- ★ #3 - **Evidence-Based Summer Learning and Enrichment Activities Grant: \$40,000**
- ★ #4 - **Evidence-Based Comprehensive Beyond the School Day Activities Grant: \$40,000**
- ★ #5 - **NJTSS Mental Health Support Staffing Grant: \$445,613**



1 - ARP ESSER Allowable Uses

ESSER: \$6,890,857

- ★ Any activity authorized under ESEA of 1965, IDEA, The Perkins Act, McKinney-Vento Homeless Assistance Act, and Adult Education and Family Literacy Act
- ★ Coordination with community partners to prevent, prepare for, and respond to Covid-19
- ★ Purchasing of supplies to sanitize and clean facilities
- ★ Planning for and coordinating activities in the event of a long-term closure
- ★ Training and professional development of staff
- ★ Purchasing of educational technology
- ★ Addressing learning loss as follows: during the school year, summer learning, and supplemental after school programming
- ★ School Facility Repairs
- ★ Inspection, testing, maintenance, repair, replacement, and upgrade of projects
- ★ Developing strategies and implementing public health protocols



ESSER: \$6,890,857 - Use of Funds Aligned to MPTCS Strategic Focus Area

21.22.1: Teaching and Learning

★ ***Addressing Learning Loss***

- Hiring of additional instructional staff members to support student outcomes (e.g. ESL teachers, SPED aides, math certified personnel & support)
- Updating HS English and Math curriculum and supports for grades 9 through 12
- Revamping pre-existing curriculum and instructional supplies to support our school-based themes (*i.e. updating labs, dance room, adding a makerspace*)
- After school and Saturday programming at each campus as well as a variety of summer learning opportunities

★ ***Professional Development***

- Partnering with a variety of professional organizations and local universities to support teacher and school leader development



ESSER: \$6,890,857 - Use of Funds Aligned to MPTCS Strategic Focus Area

21.22.3: Systems and Operations

★ ***Educational Technology***

- Fully prepared for hybrid and remote learning if needed (e.g. purchasing additional camera devices and swivels for classrooms to support student and/or whole group needs in the event of a quarantine)
- Upgrades to smart technology in each classroom to support student learning

★ ***Tech Related Needs for Programming***

- Allocated money to support our performing and culinary arts programming throughout the district as well as the STEM and business-focused learning opportunities

**All individual student technology related needs such as chromebooks and wifi hotspots were previously funded through a federal E-rate grant*



ESSER: \$6,890,857 - Use of Funds Aligned to MPTCS Strategic Focus Areas

21.22.3: Systems and Operations & 21.22.4: Attendance and Enrollment

★ ***Support Services***

- Hiring district-wide elementary guidance counselors, SPED inclusion teachers, an attendance counselor, and a student support teacher
- Partnering with various professional organizations to support students' social and emotional well-being.
 - The goal is to increase access to mental health supports by offering individual, small group, and family support/counseling services
- Curriculum revamping for our special education population with a focus on a transition curriculum as well as a support in ELA and mathematics



ESSER: \$6,890,857 - Use of Funds Aligned to MPTCS Strategic Focus Area

21.22.3: Systems and Operations

- ★ Upgrades to increase indoor air quality
 - Upgrading the boiler at STEAM and PAC campuses
 - Purchasing of air conditioning units
 - Upgrading the air purification units in each classroom
 - Installation of heating valves to maximize efficiency
 - Improving school facilities across the entire maintenance spectrum to reduce the risk of virus transmission and exposure to environmental health hazards
 - Employment of additional custodians to clean and sanitize district facilities per CDC and NJDOH guidelines.

- ★ Focus on compliance for students with special needs
 - Handicap accessibility for student entrance and bathrooms



ESSER: \$6,890,857 - Use of Funds Aligned to MPTCS Strategic Focus Areas

21.22.1: Teaching and Learning, 21.22.2: Climate, Culture, & Student Experiences,

21.22.3: Systems and Operations & 21.22.4: Attendance and Enrollment

★ **High School**

- Media production upgrades
- Blackbox Theater Makeover
- Development of a Business & Finance Track and increased exposure to STEM based-initiatives

★ **STEAM**

- Development of a STEAM-based track and related experiences across all grades
- Addition of a makerspace/innovation lab
- Addition of a computer lab to support acceleration and learning loss

★ **PAC**

- Upgrades to the dance room (new flooring and space)
- Allocations to support theater programming (i.e. costumes, scripts, wireless microphones)
- Addition of a computer lab



#2 - Accelerated Learning Coaching and Educator Support Allowable Uses

- ★ **Accelerated Learning Coaching and Educator Support Grant:** \$169,275
- ★ **Use of Funds:** Accelerated Learning Coaching and Educator Support is a formula grant for local education agencies (LEA) to provide evidence-based professional learning and coaching opportunities to a variety of school staff, including educators and key support staff (e.g., school counselors, special education personnel, nurses, social workers, and psychologists)
- ★ There were four New Jersey's Learning Acceleration Principles to support the use of this grant. MPTCS focused on the following:
 - Principle 2: Improve equitable access to grade-level content and high-quality resources for each student.
 - Principle 3: Prioritize content and learning by focusing on the depth of instruction rather than the pace.



Accelerated Learning Coaching and Educator Support Grant: \$169,275

Use of Funds Aligned to MPTCS Strategic Focus Areas

21.22.1: Teaching and Learning & 21.22.2: Climate, Culture, & Student Experiences

- ★ Two partnerships to support this focus area includes:
 - Children's Literacy Initiative (CLI) - Literacy coaches to work alongside teachers in grades K - 5
 - Research for Better Teaching by Jon Saphier - Expose instructional staff members to courses such as the Skillful Teaching, Skillful Leadership, and Making Student Thinking Visible



#3 - Evidence-Based Summer Learning and Enrichment Allowable Uses

- ★ **Evidence-Based Summer Learning and Enrichment Activities Grant:** \$40,000
- ★ **Use of Funds:** The Evidence-Based Summer Learning and Enrichment Activities grant is a formula grant to LEAs for supporting evidence-based academic summer enrichment activities such as learning academies and 1:1 tutoring, as well as other activities that support the broader learning ecosystem of students, staff, and families.



Evidence-Based Summer Learning and Enrichment Activities Grant: \$40,000

Use of Funds Aligned to MPTCS Strategic Focus Areas 21.22.1: Teaching and Learning

- ★ Baseline data from the our September 2021 diagnostic indicated that many our are early readers in grades 1 and 2 were not reading on grade-level
- ★ The goal of our Summer Learning and Enrichment Activities program is to provide intensive literacy support to students in grades Pre-K to 3 through small group and one to one instruction



#4 Beyond the School Day Activities - Allowable Uses

- ★ **Use of Funds:** The Evidence-Based Comprehensive Beyond the School Day Activities is a formula grant to LEAs for supporting evidence-based academic enrichment activities during out-of-school time such as 1:1 tutoring, as well as activities that support the broader learning ecosystem of students, staff, and families.
- ★ Out-of-school time includes the periods before school, after school, weekends, and holiday breaks.



Evidence-Based Comprehensive Beyond the School Day Activities Grant: \$40,000
Use of Funds Aligned to MPTCS Strategic Focus Areas 21.22.1: Teaching and Learning &
21.22.2: Climate, Culture, & Student Experiences

- ★ Allocations here will be utilized to create additional beyond the school day activities including but not limited to the following:
 - Writer's Laboratories at each of our campuses
 - Academic math support
 - Saturday Boot Camps



5 - NJTSS Mental Health Support Staffing Grant Allowable Uses

- ★ **NJTSS Mental Health Support Staffing Grant:** \$445,613
- ★ **Use of Funds:** Under the NJTSS Staff grant, LEAs will be required to allocate funds to develop and implement Tier II (targeted, small group interventions) and Tier III (intensive interventions) services in accordance with a multi-tiered system of supports framework that addresses students' and educators' mental health and social emotional needs through the hiring of staff, contracting with service providers, and/or providing professional development in effective implementation of Tier II and Tier III services.



NJTSS Mental Health Support Staffing Grant: \$445,613

Use of Funds Aligned to MPTCS Strategic Focus Areas 21.22.2: Climate, Culture, & Student Experiences, 21.22.4: Attendance & Enrollment

- ★ Contract with established mental health providers to implement Tier II and Tier III evidenced-based mental health interventions.
- ★ The following services will be provided:
 - Group and individual counseling
 - Educator training and workshops on mental health and self-care
 - Parent training and workshops
 - Staff will be located at each of the three campuses daily
- ★ Provide professional development opportunities for staff to support the whole child



Mental Health Support - Tier II Services

★ **Tier II services will include but are not limited to the following:**

- Crisis screening assessments (using a research-based tool like C-SSRS) and referral for external screenings
- Short term individual and/or family therapy sessions to address stressors that are contributing to mental health symptoms
- The development of student safety, wellness, and/or behavior plans that are tracked by designated school-based clinical personnel
- Short term (6-8 sessions) psychoeducational groups that focus on specific topics such as coping with grief, anger management, mindfulness skills, and interpersonal effectiveness.
- Regular student check-ins including but not limited to peer-to-peer support groups, morning meetings, and afternoon wrap-up sessions
- Referrals to outside resources as appropriate (e.g. mentoring programs such as Big Brother/Big Sister, community recreation groups, community-based mental health programs)
- Daily planning and debriefs on crisis assessments with school administrators



Mental Health Support - Tier III Services

★ **Tier III services will include but are not limited to the following:**

- Daily group therapy and weekly individual therapy, including specialized protocols for issues such as substance abuse and impulse control
- Family therapy and support groups for parents
- School avoidance interventions, including home visits
- An independent lunch period with contracted staff to avoid the stress of unstructured time

★ **These services are aimed to:**

- Improve academics, attendance, and discipline for students with severe emotional and behavioral challenges
- Reduce out-of-district placements
- Reduce classroom and school-wide disruptions