

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; (2000 maximum characters used)

Keyport Public Schools will continue to work with our local health department to ensure we are continuing to safely operate our schools for in-person learning. The district will continue to provide masks to staff and students as needed; continue to follow the CDC guidelines on socially distancing, self-monitoring symptoms and staying home if you're ill; the custodial staff continues to regularly disinfect surfaces within the building; and we are looking for ways to recruit permanent substitutes for each of our buildings to ensure continued learning when staff is absent.

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; (2000 maximum characters used)

The district will continue to expand our Red Raider University, an accelerated learning program for our students as an extended day focusing on specific skills and strategies as well as social and emotional learning and support. The Red Raider University will also provide students that are quarantined at home with support every day after school specific to their grade level and content area of need. The district will offer our Red Raider University that was implemented and successful under our ESSER-II funds, again for the summer of 2022 that focuses on learning acceleration and the additional summer lab courses.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (2000 maximum characters used)

Funds not used specifically for learning loss and safety will be used to:

- *purchase supplies to sanitize and clean the LEA's facilities;
- *improve school facilities to reduce risk of virus transmission and exposure to environmental health hazards through the building and structure of an outdoor area and access of an outdoor classroom;
- *purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom teachers, including students from low-income families and children with disabilities;
- *continue to support activities that broaden the learning ecosystem of students, staff and families;
- *offer an equal access alternative academic support program within the school hours to provide learners with credit recovery, alternative ways of learning, and flexible scheduling that will be supported by a certified staff member;
- *conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ or hire new LEA and school staff.

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. (2000 maximum characters used)

Based on the ARP Grant Community Survey, the district will ensure that interventions are continued in being implemented throughout the district.

*Curriculum Department will continue to work closely with building principals, directors, and teachers to identify gaps in content areas and standards;

*The district will create districtwide data teams to analyze data and review the curriculum to support teachers in the priority standards;

*The areas identified will be incorporated into the grade level or course curriculum standards that most closely align with those that were not previously mastered;

*Intervention teachers are embedded into grades 1-3 every day for English and math instruction;

*Additional funds will be used for interventions before/after school;

*Curriculum Department will continue to utilize district and state level assessment data to identify and address student learning gaps;

*Create Academic Parent Teacher Teams to help support parents working with their child(ren) at home;

*Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making;

*The District will continue to use Google Suite as its online platform for classroom instruction;

*Funds will be used to ensure device availability and connectivity for all students;

*Funds will be used for Chromebook repairs and replacements;

*Partnership with Satchel Pulse for K-12 SEL tiered systems of support;

*Partnership with outside consultant and counseling for additional behavioral and social emotional support;

*Partnership with outside consultative services;

*Embedded Mentors will be used to support students in our middle school and high school;

*Create a program to pay teacher leaders to train substitute teachers in programming and classroom management;

*Enhance learning for teachers through PD, coaching supports, and the Red Raider University for Teachers to provide teachers with more learning and teacher leadership opportunities.

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. (2000 maximum characters used)

The LEA engaged in meaningful consultation with the Keyport Community through a Needs Assessment Survey.

*The school district is currently using resources from National Center for Homeless Education and McKinney-Vento to continue guiding how to identify and provide for our Homeless Students;

*Keyport School District is working collaboratively with the county and using McKinney-Vento resources to ensure homeless students have equal access to a free and appropriate public education and are enrolling in and attending school;

*The district engages with the community and parents through a Bilingual Advisory Committee to support parents with understanding the ACCESS testing process, ESL services, and additional services the school district and community can provide to their child(ren);

*The Director of Special Education and the CST team provide parents with internal and external resources to support their children;

*The district engages in IEP meetings with families to assist parents in understanding services provided to their child.