

# **Parsippany-Troy Hills Township Schools**

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## **ARP ESSER Use of Funds Plan**

**2021-2022**

## 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;

Funds will be used for window replacement at several of the older school buildings where windows, which are original to the school building, do not open properly or cannot be used. Funds will also be used to buy and install fans in common areas to provide ventilation. The CDC recommends maintaining good ventilation indoors as a means of combating COVID spread.

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;

The district is applying funds to address interrupted learning in several areas:

1. "Summer Stepstones" program will be provided to students entering Grades 1-5 for Literacy and Mathematics, and for students entering Grade 6 for Math. This is an enrichment opportunity for all students and will be conducted online during July and August.

2. "Academic Bootcamp" is another program for identified students to provide intensive instruction in Reading and Mathematics. The program will be offered in-person in July and August by our own district educators. Students will be identified via literacy and math benchmark assessments.

3. An afterschool tutoring program will also support students who have been identified as reading more than two grade levels below their peers. These sessions will be taught by district educators.

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

In addition to the programs described above, the LEA will implement Teacher Coach positions in Reading and Mathematics to support elementary school teachers in their lesson development. The LEA will also provide a Social Worker to work across several schools to support students in need of mental/emotional support strategies.

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.

The district works hard to promote equity and access for all students and their families. As a result, the following activities have been implemented:

- Families of ELL students are invited to participate in evening meetings for the purpose of facilitating their engagement with teachers and school life. Translators are available for these meetings.

- Translators were provided to families in need during the November Parent- Teacher Conferences.

- While the district already has an established 1:1 Chromebook program for students in Grades 5-12, the district also provides Chromebooks or iPads to younger students with a demonstrated economic or learning need.

- Families of special education students are invited to a series of quarterly evening meetings for the purpose of understanding how the district can support their children, what systems are in place to facilitate students' transition from school to the community, and to hear parents' requests for future programs.

- Weekly communication is provided to district staff and families to keep them apprised of academic support systems and to solicit feedback on the district's Reopening Plan.

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.

The district has several committees and liaisons that meet with the stakeholders of the school district. The committee known as SEPAC is made up of parents of students with special needs as well as district staff.

This committee meets to discuss learning and programming for the students. The district's Director of Pupil Personnel Services and the Coordinating Supervisor of Guidance & Medical Services meet with homeless and foster students and their families to discuss their situations. They come up with the best possible strategies to help them in their situations. The district's Supervisor of ESL meets with parents and community members to discuss learning strategies. Translators are brought in to make sure that parents of these students are able to participate and understand the learning environment their students are a part of.