



LEA Plan for Use of ESSER III Funds Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

LEA Name: Evesham Township School District

Date: 9/1/2021

1. Prevention & Mitigation Strategies

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 (1982 of 2000 maximum characters used)

The ETSD School Reopening 20-21 Plan enabled all eight schools within the district to reopen safely for full-day in-person learning, given the parameters and restraints in effect due to the pandemic. The original plan allowed for two options: hybrid learning (in-person/remote rotations) and remote-only. Prioritized groups were established, including but not limited to: preschool, kindergarten, 1st grade, ESL, and students with special needs to allow for daily in-person attendance for these populations beginning in September, with the exception of RL Wednesdays that occurred during five-day weeks. The ultimate goal was a return to traditional five day a week in-person instruction for all students selecting that option. Progress was made by classroom and grade toward this goal throughout March, with the goal being fully met in April of 2021. ESSER I (CARES Priorities-student mobile devices, PPE & sanitation materials, and tutoring supports for students) and II (CRRSA Priorities-improved air quality, enhanced internet connectivity, technology devices, literacy and math support, and enhanced mental health services) funds were utilized to support this initial reopening plan. The 2021-2022 Safe Return Plan built on the lessons learned during that year, the hard work of our staff that enabled so much in-person learning to occur, and any guidelines from NJDOH and NJDOE. Therefore, September of 2021 allowed for all students enrolled in the school district to return to a traditional five-day per week, full-day schedule based on the district's approved 21-22 school calendar with the return of extracurricular clubs and activities. ESSER III (ARP) funds are being utilized for staffing and support connected to students' academic, social, emotional, and mental health needs, as preventative and mitigation strategies related to full-day in-person operations were already successfully in place from the spring for all students that elected for in-person instruction.

2. Addressing Academic Impact of Lost Instructional Time

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 (1017 of 2000 maximum characters used)

A significant amount of ESSER I and II funds, along with ESSER III subgrants are designated for summer and extended school day experiences; therefore, it was determined to utilize the required 20% set-aside for supplemental services within the school day provided by trained Teacher Assistants as part of a tiered-intervention system. Within the school day services ensure that all identified students are able to participate, as opposed to extended school day/year opportunities that are not always able to be taken advantage of by families, even with district support in place. Multidisciplinary I&RS teams, along with PLCs, will guide planning, delivering, and monitoring tiered interventions and extensions to assist students experiencing learning, behavioral and/or health difficulties. The calendar affords staff and PLCs designated opportunities for assessment review, goal setting, adjustments to learning intentions/criteria, and responsive planning to assist in addressing identified student learning needs.

3. Remaining ARP ESSER ESSER Funds

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act (514 of 2000 maximum characters used)

The district will ensure continuity of services for all subgroups and mitigate learning gaps via learning acceleration. The remaining funds will be utilized for staffing and support connected to students' academic, social, emotional, and mental health needs. This includes salary and benefits for identified staff to allow for continuity of services from previous years (school counselor, consistent para hours, PE staffing levels, and the arts), along with new supports where needed (mental health and nursing).

4. Meaningful Consultation with Stakeholders

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. (1903 of 2000 maximum characters used)

ETSD has provided a multitude of opportunities for input from various stakeholders and public comment on reopening plans, and associated cost implications, since our Restart Committee commenced in June 2020. The district holds regular monthly board meetings, where the public can comment on district operations. All ESSER funding has been discussed and allocations/submissions board approved, also since June of 2020. Input of student needs as a result of the pandemic, continue to be assessed and monitored on an ongoing basis by district and school level administrators, counselors, specialists, and teachers. These representatives cover all student subgroups, including those reported to be disproportionately impacted such as ESL, special education, economically disadvantaged, students of color, and homeless. Staff met in grade level or department teams at the October in-service day and PLC time was designated during a two-hour delayed opening for baseline data analysis and goal setting. In addition, teacher reps by building meet monthly in the areas of math, tech, and SEL. Monthly meetings are held with school-level administrators, school counselors, designated board committees (curriculum and finance), ETEA leadership, and parent representatives for continued dialogue. District administrators and the nursing department meet weekly or biweekly in order to discuss and strengthen daily operations, review updated guidance, and strategize and problem-solve, as needed. ETSD Plan for Use of ESSER III Funds is accessible to all members of our school community on our district website and the template/questions provided by the NJDOE were utilized in the development of the plan. The district and school websites, where the plan is posted prominently and will remain, has translation features and is ADA compliant. A Google Form continues to be available on the website for public comments.

5. Additional Consultation Opportunities

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. (1021 of 2000 maximum characters used)

Consideration and reasonable accommodations continue to be given to students who are considered medically fragile, present with other significant needs related to their ability or health status, or students disproportionately impacted by the pandemic, including but not limited to students with IEPs, 504 plans, ELLs designation, or IHPs. In accordance with state and federal guidelines, IEP teams, school counselors, ESL staff, and nurses continue to review all data to determine if any modifications need to be made to the student's individualized program or plan. Related service providers for students with special needs also continue to assess students' progress to prioritize goals, as well as select the most appropriate service delivery model to facilitate opportunities to generalize skill acquisition. Regular meetings with supervisory staff for these areas provide opportunities for dialogue and consultation, as needed, on topics connected to reopening status, student and program needs, and funding requests.