

Close Printer Friendly

Applicant: 39 1320
ELIZABETH -
Union
American
Rescue Plan

Application Sections

American Rescue Plan Consolidated

Application: - ESSER - **Project**
Cycle: 00- 3/13/2020 -
Original 9/30/2024
Application

Printer-Friendly

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; ([count] of 2000 maximum characters used)

- All the ventilation systems are checked for proper operation. The goal is to provide as much outdoor air as possible, prevent high ventilation rates that may spread the pathogen further from the human host and minimizing or diluting the recirculated air as much as possible. In order to achieve our goals we have:
 - oIncreased the percentage of outdoor air as much as possible to dilute the recirculated air and minimizing the recirculated air.
 - oEvaluated the using of filters with a higher MERV rating (increasing the level of filtration) when the equipment can handle it.
 - oRunning the equipment always in occupied mode to provide more changes of air by when the students show up.
 - oRun the UVs at a slower speed to prevent/limit the projection of any possible pathogens in the air.
 - oAll classrooms are provided with air purifiers that have a HEPA filter. Most classrooms are outfitted with two air purifiers that have a HEPA filter.
 - oLowered the setting of the systems controlled by a Carbon Dioxide On-Demand Sensor to force them to increase the amount of outdoor air.
 - oPlanned the addition of needlepoint bipolar ionization devices to our HVAC equipment to inactivate/kill the virus in the air and improve our filtration of particles in suspension in the room air

As part of the daily work schedules for custodians, when opening the building, key sections are cleaned first. When classes begin, custodians disinfect all classroom door knobs, bottle filling stations and bathroom fixtures. Restrooms are cleaned a minimum of two times while school is in session and one time after dismissal. High-touch areas are cleaned as often as possible while school is in session and again after dismissal. High traffic areas such as entrances and lobbies are cleaned once while school is in session and again after dismissal. Each area is cleaned additional times, as necessary. Water fountains are closed, yet bottle filling stations do remain available. Hand sanitizer stations are available in each classroom and in common areas throughout each building including entrances, exits, cafeterias and bathrooms. All soap and hand sanitizer stations are checked and refilled throughout the day. Students are encouraged to wash their hands with soap and water or alcohol-based hand sanitizer throughout the day. Signage is posted throughout the buildings to encourage hand washing.

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; ([count] of 2000 maximum characters used)

The Elizabeth Public Schools is committed to increasing the capacity of educator knowledge and skills needed to support students and increasing educator engagement in their own learning. Monitoring and feedback for continuous improvement in teaching and learning will be incorporated in order to examine quantitative academic data. In an effort to implement a Multi-Tiered Systems of Supports using various resources following to address learning opportunity loss: School-based tutoring, Extended School Day and Extended School Year programming, providing professional learning focused on the district's curriculum and maximizing instructional time. The Multi-Tiered Systems of Supports focuses on key performance indicators based on a data-driven needs assessment process. These indicators are: Academic performance at the subgroup level, Student engagement (attendance, disproportionality indicators, etc.) social emotional needs (identified needs, referrals). A focus on social emotional learning needs of students will be paramount to the overall plan to address the opportunity gap as a result of COVID-19 school closures. Predictive Analysis will be conducted through the Student Information System; PowerSchool Unified Insights to assess the impact of the Multi-Tiered Systems of Supports.

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

Ventilation Upgrade: 3 Schools; Learning Loss:K-12 Academic Tutoring, Credit Recovery Afterschool/Sat. Program, Rising Kindergarten Summer Program, Transition for ELLs K-1 Summer Program, Heggerty Program Materials K-3;Social Skills Program, Academic Growth Program; Step up to Writing Supplies; K-5; Bilingual Achievement Afterschool Program for ELLs 9-12;At-Risk Population: Mentorship Program for Disaffected Youth Afterschool Program 9-12;Substance Abuse Alternative Program 9-12; Supplemental Learning:Youth Athletics Summer/Saturday Program 1-8;STEM; Student Enrichment K-8 Program; World Language Summer Program 9-12; ESL & Arts Enrichment Summer/ Saturday K-12; Point of Entry Afterschool Program K-8 for ELLs;Perkins: Work-based Learning Afterschool Program;CTE Tutoring Afterschool Program;McKinney-Vento: NJ Transportation Bus Passes and Essential Needs;Mental Health: Mental Health Wrap Around Consulting Services; Social-Emotional Learning Afterschool Program K-12;Needs of Schools: Data Monitoring for ESSER III;PD: Technology Training for Early Childhood Personnel; Student growth mindset; PD for Counselors and Social Workers on Mindfulness and Play Therapy and Student Motivations. Equity PD; I&RSS Support Training and Coaching; Emergency Response: Weekly COVID Screening test; PPE Supplies for new facility;Technology: Internet Connectivity; Technology Support Services; PowerSchool Unified Insights - Predictive Analytics; Portable Air Purifiers/Bipolar Ionization Air Purifiers,Temperature Reader;Prep. and Coord: Acc.Learning Grant: AVID PD; Orton Gillingham Pk-3 Training; Carnegie Learning PD Math Teacher Academies K-12 SEL and Grief PD and Parent workshops; Rutgers Behavioral Health Support Services;Schools Transforming Reinventing Inclusive Diverse and Equitable Systems;Conducting Equity Rounds; Summer Learning Grant: Rising 9th Grade Transition Program; Beyond the School day Grant: Academic Tutoring; MTSS Grant Expansion of the YES program.

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.

([count] of 2000 maximum characters used)

The Elizabeth Public Schools sought public input from all of its stakeholders to comment on the plan via the email address established for this purpose. The Elizabeth Public Schools encouraged its students, families, teachers, school administrators, support staff, District staff and community members to complete a survey and let their voice be heard. All survey responses were anonymous. The survey was made available in the following languages: English, Spanish, Haitian Creole, Portuguese and, Arabic. Over the next four summers and three full fiscal years, the District will use the more than \$42,773,788 in one-time/short-term federal funds to address student learning recovery and the ongoing impact of the pandemic using four major strategies: Teacher support, Rigorous instructional materials, Creating more time for learning and Facility Upgrades. Each stakeholder forum offered a brief presentation on the American Rescue Plan Act of 2021. Student Government, EPS Team Member and their Unions, and Central Office/Principal Forums, Parent Forum and a Community Forum were offered. The data was reviewed and shared with the stakeholders and incorporated in the ARP Plan. The following areas were prioritized: Safe Return to Full Time In-Person= 612; Students' Learning Loss= 586; Upgrading Facility Projects= 584; Providing Mental Health Services and Supports= 448; Provide Social Activities with Other Students= 304
Needs of Special Education Students = 185; Providing Technology Resources= 180; Needs of Students Experiences Homelessness= 134; Needs of English Languages Learners= 96.

In summary, following priority areas were identified following an analysis of what the respondents submitted:

Academics/Enrichment/ Intervention K-12 Programs, Facility Improvement, Wellness and PD, Literacy and Mathematics PD, Strategic Staffing for Additional Supports and Technology Resources.

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. ([count] of 2000 maximum characters used)

Elizabeth Public Schools Elizabeth Public Schools developed an information webpage and encouraged all of its stakeholders to comment on the plan via the email address established for this purpose. Our stakeholders include parents, teachers, and others.

Public comments on this plan were considered as Elizabeth Public Schools finalized its plan. In addition, a public comment email was made available as well (Public Comment Email: EPS.ARP2021@epsnj.org).

Elizabeth Public Schools created a stakeholder survey in the following languages: English, Spanish, Haitian Creole, Portuguese, and Arabic.

We encouraged students, families, teachers, team members, and community members to complete an anonymous survey. Responses to the survey were reviewed for inclusion into the district's ARP ESSER plan and grant application.

The Elizabeth Public Schools used a variety of means to communicate our plan with its diverse community. The plan was presented at a Board of Education meeting where translators were made available. In addition, several Q&A stakeholder forums were held, and translators were also made available. The plan was posted on the district website with the option to select the language of choice. In our ability to address individuals with a disability, a recorded audio/visual version of the presentation was also made available on the district webpage.