

**ARP ESSER Use of Funds Plan  
Eastern Camden County Regional High School**

***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***

Prevention and mitigation strategies include on-site testing and vaccination, provide PPE, staff professional development on handwashing and respiratory etiquette, continual cleaning and sanitizing protocols, and instructional time built into the school day, as well as remote academic support, for any students who may not be able to attend school in-person for health reason. The district will continue to monitor all guidelines provided by health and education agencies to employ the most up to date prevention and mitigation strategies.

***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 will continuously monitor student progress toward on-time, successful high school graduation. In the summer of 2021, the district developed an extended credit recovery program in math, English, science, social studies, and health & physical education so students would have a free, flexible means of remediating courses for credit to stay on grade level in the 2021-2022 school year. For the length of this project period, similar summer remediation programs for students at all grade levels will be developed and offered to any student in academic need.

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

The district will use its remaining funds to purchase educational technology, complete any minor renovations or facilities upgrades that are needed for the COVID response, subsidize transition camp program for new students, student club/activities, continuing the expanded direct student academic and support programming started with prior ESSER grants, additional professional development for teachers, child study team members and school counselors,

***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.***

Eastern's District Advisory Council is a diverse community stakeholder group that consults on issues of district strategic initiatives to meet the needs of all students. Academic progress from state assessments, local assessments, and students' grades in classes, and discipline and attendance data will all be used in

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developing and refining academic programming over the 2021-2022, 2022-2023, and 2023-2024 school year. Social emotional learning initiatives will be evaluated using a student SEL survey instrument and staff surveys regarding professional development offerings. Regular communication with teachers, administrators, and unions is ongoing. In developing programming during the 2020-2021 school year, multiple surveys were used to gather data regarding student/family preferences and needs. In addition to the District Advisory council, parents and the community participate at school board meetings, by providing feedback in surveys, and through direct communication with district staff and administration.

***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 Director of Special Services works closely with the ARC of NJ, the Division of Vocational Rehabilitation, and Division of Developmental Disabilities to plans and respond to the needs of students with disabilities. The district Child Study Team and team of School Counselors advocate for the needs of individual students and work closely with building supervisors, vice principals, and the school resource officers to address the needs of children who may have special needs involving legal proceedings. The district McKinney-Vento Liaison communicates with the county office of education to stay aware of all updates and available workshops regarding the needs of homeless students. The district ELL program is developed each year, by the ELL supervisor and ELL teacher, in response to the needs of the individual students in the program.