



## **Fair Haven Public School District LEA Plan for Use Of Funds ARP ESSER Federal Grant 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;**

- PPE
  - With the mandate of mask wearing for all staff and students, the following protocols will be followed:
    - Face masks will be provided to staff and students as needed.
    - Students and staff will be welcome to bring their own preferred mask, if required.
    - All staff members will be required to wear face masks in accordance with the NJDOE mandate.
    - Students will wear a face mask in accordance with the NJDOE mandate.
    - Accommodation for students who are unable to wear a face covering will be addressed according to that student's need and in accordance with district procedures, applicable laws and regulations.
    - If a visitor refuses to wear a face mask for non-medical reasons, the visitor's entry to the school/district facility may be denied.
    - Face mask signage and verbal cues will be utilized.
- Ventilation
  - All indoor facilities will continue to be outfitted with MERV13 air filters.
  - All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical. Filter(s) will be maintained and changed according to manufacturer recommendations.

### **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**

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**such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year;**

The District will use the funds to provide a more robust summer learning program, allowing for more teachers to be hired and for more students to attend. This will be based on the information obtained through district benchmarks and teacher recommendations. By increasing the number of teachers, we can reduce the class sizes and provide more targeted, small group instruction to students who attend the summer learning program. The district will also provide students with either before or after school academic support programs, something it has not done in the past. These programs will address student needs through learning loss, providing additional support to help students remediate any deficiencies more quickly.

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

The District would like to put systems in place to quickly access a variety of data points on each student, allowing teachers to quickly identify and address students' instructional needs of learning loss. The District would like to employ the use of a data warehouse and targeted PD to support this initiative. This would allow for the quick remediation of skills. Due to gaps associated with the pandemic, our academic interventionists are seeing more students and are in need of additional supplies to work with children effectively.

The district would like to extend the use of the Responsive Classroom into its 4th and 5th grade classrooms, incorporate an SEL program into grades 6-8 and provide staff professional development on relationship building with students. To further support staff, each school would like to put an SEL committee in place. This committee would identify needs, support staff, provide targeted PD, and work with administration to address the needs of staff and students.

Our kindergarten classrooms have increased in size in the new school year, with the new legislation on retention. With 23 or more students in each class, our teachers need support to ensure the smooth operation of classroom learning can take place. Through hiring part time paraprofessionals to work in each classroom, teachers will have the support necessary to execute everything from curriculum to SEL.

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**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.**

The District will ensure that the interventions it implements are successful and meet the diverse needs of any student that attends a Fair Haven Public School. This will be done through formalized monitoring of student academic progress based on district diagnostics and benchmarks and through teacher feedback and anecdotal notes. Students will receive counseling services to meet their social emotional needs and our guidance counselors will communicate with families, teachers, and administration to ensure the best supports are in place for each student. Additionally, through our FHTSS (Fair Haven Tiered Systems of Support), meaningful consultation occurs with families, administrators, teachers, interventionists, CST members, etc. to ensure plans are in place for students that are showing struggles that cannot be remediated solely in a classroom setting. Students can be provided with academic and social-emotional support, as well as support in executive functioning skills.

**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 surveyed the community on the needs they felt they wanted to prioritize. The survey was shared with all families. Additionally, the District admin team meets with families to discuss specific student needs and curricular needs.

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