

## LEA Plan for Use of Funds

School District: Long Beach Island Consolidated School District

Funding Source: ARP-ESSER

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.

The district will address air ventilation/HVAC systems in the school(s) to mitigate the risk of transmission of the Covid 19 Virus and its variants.

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 after school programs or extended school year

The district will utilize the data from the NJ Start Strong Assessment, iReady Assessments, DRA and other reading inventories, and other district diagnostics to identify students needing additional support through small group instruction with an intervention specialist, after-school programs, and summer programs. The support will be used to address the impact of COVID-19 on the academic, social, emotional, and mental health needs of all students.

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 any of the remaining funds to address air ventilation/HVAC systems in the school(s) to mitigate the risk of transmission of the Covid 19 Virus and it's variants.

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 utilize the data from the NJ Start Strong Assessment, iReady Assessments, DRA and other reading inventories, and other district diagnostics to identify students needing additional support in the subgroups within the school community to ensure equitable access to services. The students will receive support through small group instruction with an intervention specialist, after-school programs, and summer programs. The district will work with all of the stakeholders, teachers, staff, parents, administrators, and students, in the school community to identify needs and help develop the plan on addressing student needs. The support will be used to address the impact of COVID-19 on the academic, social, emotional, and mental health needs of all students.

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 will engage in meaningful consultation with all of the stakeholders in the school community to the extent present. The district will utilize the data from the NJ Start Strong Assessment, iReady Assessments, DRA and other reading inventories, and other district diagnostics to identify students needing additional support in the subgroups within the school community to ensure equitable access to services. The students will receive support through small group instruction with an intervention specialist, after-school programs, and summer programs. The support will be used to address the impact of COVID-19 on the academic, social, emotional, and mental health needs of all students.