

## Allocation

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	<b>Total District Award/Allocation</b>	<b>Amount Available May 24th</b>
ESSER	3,103,641	2,067,642
Accelerated Learning Coaching and Educator Support Grant	199,702	
Evidence-Based Summer Learning and Enrichment Activities Grant	40,000	
Evidence-Based Comprehensive Beyond the School Day Activities Grant	40,000	
NJTSS Mental Health Support Staffing Grant	88,501	

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## Identify Needs 1 and 2

[Instructions](#)

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### Identify Need 1 ( 75 maximum characters)

HVAC Renovation

#### a. Description of Need ([count] of 1000 maximum characters used)

Improved ventilation and filtering in instructional areas

#### b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

#### c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)

Internal and external qualitative evaluation of equipment and capacity to continue operations at ASHRAE standards. Quantitative review of building control systems and part failure rate.

#### d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)

Age of equipment and improvements in indoor air quality management standards

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### Identify Need 2 ( 75 maximum characters)

Network upgrades to support added technology and increased student devices

#### a. Description of Need ([count] of 1000 maximum characters used)

Upgrade of district wireless network infrastructure to accommodate increased use of in district technology

by students and instructional staff to build on the positive developments during 2020-2021 and 2021-2022. Expand number of Chromebooks used by students in classroom instruction.

**b. Funding Sources**

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)**

The district will evaluate the wireless network infrastructure and the network backbone in consultation with the district's CISCO and networking experts. The evaluation will include the capacity of the current infrastructure and backbone. Quantitative records for Chromebook distribution to students will be continuous evaluated.

**d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)**

Age and capacity of existing equipment designed for an older use of technology model. Expanded use of instructional technology experienced through the pandemic that had positive impacts on student instruction.

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## Identify Needs 3 and 4

[Instructions](#)

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### Identify Need 3 ( 75 maximum characters)

Clinical Mental Health Provider

#### a. Description of Need ([count] of 1000 maximum characters used)

Studies have found that depressive and anxiety disorders affect 20-30% of school-age youth, most of whom do not receive adequate services, contributing to poor developmental and academic outcomes. A broader assessment of mental disorders in national studies of 13- to 18-year-old students, found the prevalence rate was 40.3% for mental health issues lasting up to 12-months and 49.5% for lifetime disorders.

#### b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

#### c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

Southern Regional School District will gather qualitative data regarding student need through staff survey of students to identify students that may be struggling with mental health issues. These students will be identified regardless of academic standing, but will be based on qualitative assessments of global student functioning. Quantitative assessments will be completed through the district's MTSS program. Students identified as academically at risk through a quantitative assessment of student academic progress will be assessed to identify the primary barrier to academic success. Students whose primary barrier to learning, at the end of the 2021 academic year, as mental health related will then be earmarked for more intensive tier 2 or tier 3 mental health services.

**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

In national studies, 50% or less of children and adolescents with a mental health disorder had received services in the previous 12 months. This low rate of treatment for child and adolescent mental health disorders is directly related to declines in academic growth. It has been found that barriers such as limited service accessibility, including availability of services, lack of transportation, and financial and time costs.

**Identify Need 4 ( 75 maximum characters)**

SUMMER SCHOOL SUPPORT & TUITION ASSISTANCE

**a. Description of Need ([count] of 1000 maximum characters used)**

Due to the challenges of the pandemic, a population of students have not mastered skills required to pass their current English and/or Mathematics course and will need to take summer school courses to make adequate academic progress toward graduation. To support students in the completion of summer school course work, Southern Regional School District will provide in-person and/or virtual support to help students complete summer school courses. Tuition assistance will also be provided.

**b. Funding Sources**

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s)([count] of 1000 maximum characters used)**

Teacher developed assessments Departmental final exams Final course grades

**d. Root Cause(s) of selected need(s)([count] of 1000 maximum characters used)**

Many students struggled to find academic success through hybrid and remote learning due to a wide variety of challenging circumstances resulting from pandemic and the lack of daily, in-person learning.

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## Identify Needs 5 and 6

[Instructions](#)

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### Identify Need 5 ( 75 maximum characters)

School Clubs & Activities

#### a. Description of Need ([count] of 1000 maximum characters used)

Due to the challenges of the pandemic, many students are having difficulty returning to educational routines, feel disconnected from their peers, schools, and instructors and are not meeting success academically.

#### b. Funding Sources

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

#### c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)

Attendance data Discipline data Grades

#### d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)

For the duration of the 2020-2021 school year, COVID has reduced the overall amount of time our students have been in class with their teachers and reduced student access to after school activities. Throughout the year, many students remained virtual so they did not follow typical educational routines, interact with peers in-person and practice skills necessary for success during in-person school.

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### Identify Need 6 ( 75 maximum characters)

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Educator Support & Access to High Quality Resources

**a. Description of Need ([count] of 1000 maximum characters used)**

Due to the challenges of the pandemic, a population of students have not mastered skills required to be successful in mathematics.

**b. Funding Sources**

- ARP - ESSER
- Accelerated Learning Coaching and Educator Support Grant
- Evidence-Based Summer Learning and Enrichment Activities Grant
- Evidence-Based Comprehensive Beyond the School Day Activities
- NJTSS Mental Health Support and Staffing Grant

**c. Identify qualitative and quantitative data sources used to determine the need(s) ([count] of 1000 maximum characters used)**

Formative assessment data Summative assessment data Standardized assessment data

**d. Root Cause(s) of selected need(s) ([count] of 1000 maximum characters used)**

For the duration of the 2020-2021 school year, COVID reduced the overall amount of time our students spent in class with their teachers. When the school year started, we implemented a hybrid schedule to allow for social distancing in classrooms. By mid-December, the COVID related impacts to staffing (close contacts, positive cases, and quarantined children) forced a to transition to a full remote learning plan. In late January, students returned to the hybrid model until hybrid cohorts were combined by grade level in March. Throughout the year, many students remained virtual and for some this learning model did not work.

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## LEA Plan for Use Of Funds

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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)

The school district has fully funded the prevention and mitigation strategies required to maintain in-person learning through prior sources of federal and local funding.

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)

Southern Regional School District will provide in-person and/or virtual summer school to remediate skills necessary to master grade-level content. Students will be offered individual instruction to address their skill deficiencies in English and/or Mathematics. Individual tutoring will be implemented as a tier 3 intervention as part of our MTSS program.

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)

The school district will continue to upgrade its HVAC system to evolve toward maximizing filtering, fresh air and sanitizing that meets increased ASHRAE standards for air based viruses to address COVID and future disease issues. The school will invest in additional student technology devices and upgraded infrastructure to build on the multi-layered instructional practices that were found to be successful during the 2020-2021 school year and the start of the 2021-2022 school year.

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 COVID19 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 LEA will identify students with academic, social, emotional and mental health needs through a variety of data points. Included in the evaluation will be state and local assessment data, attendance data, academic achievement indicators throughout the school year, child study team feedback, teacher feedback, parental feedback, administrator identification, mental health counselor and guidance counselor identification and feedback in meeting with union representatives. The district will periodically revisit the data to determine whether viable outcomes have been achieved.

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)

The district continuously meets with stakeholders from throughout the community including representatives for children with disabilities, english language learners, homeless students, incarcerated students and other underserved students. The consultations provide guidance to the administration, Board of Education and the union/management team evaluating programs funded through this grant.