

American Rescue Plan Act of 2021  
Elementary and Secondary Schools  
Emergency Relief Fund (APR-ESSER)

**Mendham Township Schools ARP-ESSER Use of Funds Plan**

The funds received by the Mendham Township School District are earmarked for supports as detailed by the allowable use within the following areas and the district is tasked with responding to use of funds questions as detailed below:

- Accelerated Learning Coaching and Educator Support
  - Evidenced-Based Learning and Enrichment Activities
  - Evidenced-Based Comprehensive Beyond the School Day Activities
  - NJTSS Mental Health Support Staffing
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 Mendham Township School district has put into place and effective plans that follow all recommended guidelines from the CDC and the Department of Health, both State and Local. The Road Back document via the NJ DOE has also supported our plans to return to 100% in-person learning for all staff and students.

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;

Programs provided for students over the summer, as well as, programs provided beyond the typical school day will be used to support learners with various needs at MTES & MTMS. Student will be identified through various measures including, but not limited to; in-house data and benchmarks, and statewide standardized assessments. Students in need of additional academic support will be identified and their progress will be monitored in support of their continued academic growth and progress.

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

The focus of the remaining funds will be used in support of our younger students with a focus on grades 3 and below. To imagine that the only educational world that these students know may have been received in front of a computer virtual is very eye-opening. There are gaps and challenges that have been identified already for these students and some challenges and obstacles that we may not yet even be aware of. With these funds, we will look to continually meet the needs of our youngest learners and ensure their success.

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?

The district has various avenues in support of gathering data in relation to learning and the interventions tried in support of its students. This data is crucial to ensuring the academic success of our students, the need for further interventions, and the support of our staff in the instructional process. Our school counselors and our I&RS teams are also crucial to monitoring the SEL needs of our students and any impacts that have arisen in relation to a student's time out of school and the impacts of COVID-19.

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.

A key process in our district's continued success is that of the relationships that we have with our extended learning community. Our HSA, parents, and other stakeholder groups have been a key part of meeting the challenges we have faced over the last two and a half years. Our district looks forward to these continued partnerships as we all meet the needs of our students together.