

HIGH POINT REGIONAL HIGH SCHOOL

NJDOE 2022-24 Use of Funds (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;

High Point intends to utilize these funds to support robust cleaning and sanitizing practices. Grant money will support supplies and staff to ensure that the latest CDC recommendations for cleaning and disinfecting all surfaces; delivery of anti-bacterial lotion; hand washing and mask protocols will be thoroughly administered. Cleaning and disinfecting "touch surfaces" (door handles, desks, etc.) will be a priority, as will the cleaning of and disinfecting of lavatories and locker rooms.

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;

High Point will use grant funding to support its Summer Academy, a program to provide both remediation and enrichment, and a program with offerings which will be open to serving all students. Enrichment activities including trips, guest speakers and counseling services will be part of our comprehensive Summer Academy.

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

Teacher learning and district wide professional development will be provided to all staff. A focus will be on both physical (sanitation, contamination, mitigation), as well as social and emotional professional development, and also academic staff training. Our grant funded PD will support all staff to address the comprehensive needs of all students.

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.

High Point has used staff surveys, student groups and stakeholder committees to gauge our community's needs in response to the COVID-19 pandemic. This feedback - from students, staff, parents, and legal, medical and financial representatives from our community will continue to guide our efforts to address the learning loss from COVID-19. These sources of

feedback have guided our needs and they will continue to guide our evaluating the effectiveness with which all learners are being properly supported with these grant funds.

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.

Our district continues to meet this requirement through the numerous and diverse methods of stakeholder consultation. Our Special Education Advisory Group and our students groups which represent identified subgroups are representative of our efforts to meet this requirement.