



**American Rescue Plan (ARP)  
Elementary and Secondary School Emergency Relief (ESSER)  
Plan For Use Of Funds**



**Jackson School District  
Dec. 6, 2021**


# Summary

On Thursday, March 11, 2021, the American Rescue Plan (ARP) Act was signed into law. It is an unprecedented \$1.9 trillion package of assistance measures, including \$122 billion for the ARP Elementary and Secondary School Emergency Relief (ARP ESSER) Fund.

Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students. The District submitted its plan on Nov. 23, 2021.


More information for NJ can be found here:  
<https://www.nj.gov/education/esser/arp/>

**The following information is from the  
Jackson School District's Application for ARP 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; ([count] of 2000 maximum characters used)

The Jackson School District will address all ventilation systems including filters, HVAC units and Rooftop units to mitigate the risk of virus transmission. Through school facility repairs and improvements, we'll reduce the risk of virus transmission and exposure. Funds will also be used to purchase PPE for all schools including sanitizers, masks and shields.




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; ([count] of 2000 maximum characters used)

We will utilize the data and program we were able to run in the Summer of 2021 using Coronavirus Response and Relief Supplemental Appropriations as a basis for future summer programs. Students will continue to be identified based on pupil progress, assessment data and district and state diagnostic data. Students will be identified based on needs for enrichment or learning loss and offered a multitude of programs (summer, extended day and tutoring).




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)

All remaining funds will be utilized on staffing positions for after school and enrichment programs for students. The importance of connecting students back to school is crucially important as we recover from the pandemic. Interest-based programs as well as academic programs will provide opportunities for students to desire to attend school and succeed. The staff needs for professional development and training in many areas is also included in our budget items.



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.

The Jackson School District will utilize district data reports in all subgroups within the school community to ensure equitable access to services. The Comprehensive Equity Plan will be utilized to ensure compliance and action within each school in regards to academic, social, emotional and mental health needs of students. The district administration will seek input from the PTO executive boards, the members of the Board of Education, district committees, the JEA as well as parent input to develop a plan in the best interest 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. ([count] of 2000 maximum characters used)

Similar to the above, the Jackson School District will utilize district data reports to ensure compliance and programmatic action within each subgroup in regards to the academic, social, emotional and mental health needs of students. The leadership team will seek input from the district homeless liaison, the director of Special services, the supervisor of ELL as well as Principals to identify all students in need and make sure that services are provided.