



BRICK TOWNSHIP PUBLIC SCHOOLS

American Rescue Plan
Use of Funds

Brick Schools ARP Use of Funds Plan



Focused on Health, Safety,
Wellness, & Learning Acceleration



Brick Schools 2021-2022 School Year Health Screenings

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

Improve Air Quality

- In response to COVID 19, the district will utilize a majority of the ARP funds to upgrade/replace/install unit ventilators and air conditioning in schools to improve air quality and ventilation in order to reduce transmission and exposure to health hazards. District ventilation systems in school buildings do not meet industry standards and guidelines established by CDC, NJDOH, and ASHRAE to reduce transmission and exposure to health hazards. BTPS will utilize ARP ESSER funds to provide for the health and safety of the students and staff via improved ventilation systems and increased cleaning protocols.

Improve Communication & Connectivity

- Upgrade our communication system within the district to improve our preparedness and response efforts with all agencies and the community in regards to the pandemic. The communication and connectivity infrastructure in district is at its end of life and needs to be upgraded and/or replaced in accordance with the districts technology long range plan. Due to the impact of COVID and in an effort to increase and improve communication and connectivity for preparedness and response the communication and connectivity systems in the district need to be upgraded and/or replaced.



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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

- BTPS will address the academic impact of lost instructions time via variety of evidence-based interventions which include, but are not limited to: Extended School Year Program, Extended Day Program, Quarantine Instructional Model, Interventionist Services.
- Staffing to support aforementioned programs.
- Purchase of online resources to increase student engagement and coordination of intervention services.
- Curriculum and Program Development and Professional Development to support aforementioned programs.



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

- Improve air quality in all BTPS schools. In response to COVID 19, the district will upgrade/replace/install unit ventilators and air conditioning in schools to improve air quality and ventilation in order to reduce transmission and exposure to health hazards. The District ventilation systems in school buildings do not meet industry standards and guidelines established by CDC, NJDOH, and ASHRAE to reduce transmission and exposure to health hazards. BTPS will utilize ARP ESSER funds to provide for the health and safety of the students and staff via improved ventilation systems and increased cleaning protocols.



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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 union.

- Utilizing a variety of data collection platforms and working with the Administrative Teams and Building Based Data and School Improvement Teams BTPS will gather data from the variety of platforms and triangulate the data to determine a baseline and work to monitor and adjust programs and interventions to respond to the data and ever changing complexities of students and staff reentering the school environment. This data will include, but is not limited to: attendance, standardized performance, grade level benchmarks, individual classroom performance data, socio-economic, discipline, participation in co-curriculars, participation in intervention programs, and SEL surveys.
- The district leadership team will seek input from the PTA/PTO advisory/executive boards, the members of the Board of Education, as well as parent advocacy groups to discuss the supports needed for students K-12. The leadership team will seek input from teaching staff members, including counselors, CST, and interventionists to develop a plan in the best interest of students.



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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.

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