

LEA USE OF 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;

UHCS will coordinate with a variety of local and state agencies for preparedness and response efforts to improve coordinated responses among each entities to prevent, prepare for, and respond to COVID19;

UHCS will purchase supplies to sanitize and clean the facilities in the school district to prevent, prepare for, and respond to COVID19;

UHCS will purchase supplies to prevent and reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs;

UHCS will purchase supplies and educational technology (including software, hardware and connectivity) for students to aid in the regular and substantive educational interaction between students and their classroom instructors;

UHCS will provide mental health services and supports using the implementation of evidence-based resources from local and state agencies;

UHCS will continue to practice social distancing using the 3-6 ft mandate on school buses and within the classroom;

Offering free COVID19 testing for students and families, which may include implementation of Free Mini-Clinic to provide COVID19 shots to community and staff

Free weekly COVID19 testing for staff

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;

Summer school learning library and summer reading program with all students receiving a free giveaway subscription from Scholastic Books;

Implementation of the summer school academy for summer enrichment to further reduce the loss of learning during summer months;

After School Program promotes the academic enrichment through homework support Monday through Friday during extended school hours;

There will be an implementation of both tutoring and homework support for students using resources within the local community;
Curriculum writing for staff to improve instructional best practices and teaching strategies

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

Curriculum writing for staff

Hiring a Media Specialist

Hiring Attendance Officers to track student attendance and improving student engagement with the school

Creation of Emergency Bags for preventative measures in case of evacuation(s) during emergency crisis management drills

UHCS will continue to inspect, test, maintain, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities to support a positive and healthy learning environment

Security upgrades, technology upgrades, professional training and curriculum development, and extended services for instructional assistants

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.

Presentation to the Board

Surveys to stakeholders

Questionnaires

All calls to parents and community members to improve parent involvement and home-school communication

Use of PR specialist Mr. Moran

Other opportunities such as communication applications to parents, ex: Class Dojo, PowerSchool Communications, social media outlets, emails, parent conferences,

Implement the use of the SEL & Character Education Curriculum to support student SEL

Hiring of Instructional Assistants to support student academic achievement

Creation of the School CLimate Safety Teams to maintain SEL connections with culture and climate

Mini Clinics/Webinar Series & Workshops

Parent/Teacher Organization Virtual Meetings

Professional Development and Curriculum Writing for teachers

Saturday Academy

ESL for Parents Workshop Series to improve literacy for parents

Parent Lunch & Learn Workshops with the Head of Schools

Partnership with University Hospital and the Newark Public Library to support

Parent Literacy Workshops

Communication with parents to reduce COVID19 contact by using the

Pikmykids System to reduce social contact during school dismissal times

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.

Development of a "Parent Task Force" to assist with student needs with

Parent Coordinator

Parent Workshops in the evening/weekends using both virtual and in-person sessions

Parent Literacy Workshop Series for ESL/ELL learners and their families

SPED workshops/training for parents to reduce academic loss and improve home-school relationships

Hiring of Instructional Assistance to support students with academic improvement

Creation of the School CLimate Safety Teams to maintain SEL connections with culture and climate

Mini Clinics

Parent/Teacher Organization Virtual Meetings

Professional Development and Curriculum Writing for teachers

Saturday Academy

ESL for Parents Workshop Series to improve literacy for parents

Lunch & Learn Sessions during the school day with parents, guardians, and community members