

Beloved Community Charter School  
Plan Uses of ARP ESSER 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.

Approximately 45% of our ARP funds are being used to cover the costs of implementing prevention and mitigation strategies consistent with CDC and state guidance for the continuous and safe operation of schools for in-person learning. Our main multipurpose room, where our scholars eat breakfast and lunch and where many scholars take their PE classes, was too small to enable us to conform to CDC and state guidance as regards social distancing, so \$1,443,504 was spent to cover the cost of adding an extension (Allowable Use O). Additionally, while we are blessed to have a modern school facility, our HVAC units were not outfitted with HEPA 13 filters or systems to sanitize air containing COVID 19 particles, so \$260,000 in ESSER III funds will be used to partially reimburse the cost of system modifications that include the installation of HEPA 13 filters and UVC/UVV air purifiers (Allowable Use P). We also needed to increase our bus fleet and staff to decrease the number of students we are transporting on each bus to provide for social distancing, so \$200,000 is being used to partially reimburse the cost of additional buses and \$90,000 will be used to help cover the cost of additional bus drivers and aides (Allowable Use Q). Finally, \$60,000 will be used for additional custodial staff to meet the higher school sanitization standards we have implemented in response to CDC and State COVID 19 guidance.

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.

Consistent with Section 2001(e)(1) requiring that at least 20% (i.e., more than \$817,939) of our ARP ESSER grant be expended to address learning loss through the implementation of evidence-based interventions that respond to scholars' academic, social and emotional needs, we will expend grant fund for the following Allowable Uses: M) \$260,000 for Summer School Stipends for Teachers, \$50,000 for Summer School Stipends for Assistant Teachers, and \$20,000 for Summer School Stipends for Student Support Professionals, enabling us to provide an expanded summer school program serving more students for more weeks and enabling us to continue to provide social, emotional and mental health support for scholars during our Summer School program; \$150,000 for Stipends for Teachers and \$10,000 for Stipends for Student Support Professionals Stipends enabling us to provide intensive after and before school tutoring and social/emotional counseling for scholars who are struggling academically, socially and emotionally; and N) \$430,000 for Assistant Teachers to enable us to provide small group academic support to scholars in ELA and Math.

We will also use our \$40,000 Summer Learning Grant for Summer School Teacher Stipends (Allowable Use M) and our \$40,000 Beyond the School Day Grant to provide students with special needs After School intensive tutoring.

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

Beyond the expenditures described in the two responses above, we will expend our remaining grant funds for the following Allowable Uses: F) \$101,190 to hire more TOSD and ESL Teachers with the subject matter expertise needed to effectively support scholars taking higher grade level courses, and to expand our capacity to provide Related Services to scholars with diverse needs; H) \$300,000 to help cover Stipends for Teachers, \$45,000 for Stipends for Assistant Teachers, and \$60,000 for stipends for Student Support Professionals attending "Summer Institute" Professional Development sessions; and \$40,000 to cover Professional Development Provider Fees; K) \$150,000 to purchase Staff and Scholar Computers; and \$110,000 for Learning Program Licenses; N) \$90,000 for New Curricular and Assessment Materials; and \$90,000 for Computer Learning Program Help Desk Support for scholars and parents; and R) \$30,000 for faculty and staff recruitment (job advertising), \$30,000 for faculty and

staff retention, and \$40,000 for bus staff retention-targeted compensation increases and incentives.

We will also use our \$45,000 NJTSS mental Health Grant to partially cover the cost of L) bringing on another School Counselor to provide effective mental health services for our scholars and staff; and our \$164,477 Learning Acceleration Grant to help H) cover Stipends for Teachers receiving Summer Institute training.

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.

BelovED Community Charter School developed its plans for a safe return to in-person learning, for increasing its support for students with diverse needs, for offsetting student learning loss during the pandemic, for accelerating student learning going forward, for supporting the social, emotional and mental health needs of scholars and staff, and for retaining staff members needed to provide a continuity of services, after first seeking the input of, and engaging in extensive and continuing consultations with, its stakeholders. It repeatedly surveyed its scholars, their parents/guardians, and its faculty members and staff not only about needs, but also about the best way to respond to these needs, frequently posing open ended questions to gain the benefit of community-wide brainstorming. The needs identified and the preferred responses of community members were then discussed with parents and with faculty and staff members at all levels. The priority needs and the response plan that

came out of this process was then published for community review and further comment. The revised action plan was then analyzed to determine which plan costs should be funded with regular, recurring revenues and which should be covered with non-recurring 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.

BelovED's plans to serve students with diverse needs have been developed in coordination with a range of governmental, educational and non-profit organizations, including civil rights organizations and entities or advocates committed to the interests of children with disabilities, English learners, children in foster care, and children who are frequently moving or homeless. For example, elements of our plan for afterschool programs were informed by consultations with the Urban League of Hudson County; our service plans for students requiring various special needs related services were informed by consultations with Sensory Kids and Social Minds; our plans for the provision of mental health support were informed by consultations with Perform Care Family Counseling Services; and the customized services we provide for scholars who are frequently moving or are homeless have been developed in consultation with agencies and social workers serving our scholars with these needs. Some of the government and non-profit entities we consult with also serve students who are incarcerated, migratory and/or are members of Tribes, but no BelovED students are incarcerated, defined as migratory, or are active with tribal organizations