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Applicant: 03 1070
DEMAREST -
Bergen
American
Rescue Plan

Application Sections

American Rescue Plan Consolidated

Application: - ESSER - **Project**
Cycle: 00- 3/13/2020 -
Original 9/30/2024
Application

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LEA Plan for Use Of Funds

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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 ARP ESSER III funds will be used toward prevention and mitigation strategies aligned with CDC guidance as well as the health and safety guidance provided in "The Road Forward." To increase the circulation of outdoor air and delivery of clean air, the district plans to replace windows and doors at Demarest Middle School to improve airflow in and around the school building. The existing windows in our facility are often difficult to operate for students and staff. This will allow the building occupants to safely operate the windows to increase ventilation. The CDC recommends increased outdoor air ventilation as the foundation of their recommended approach. Operable windows will allow fresh air to flow through classrooms and hallways, reducing the concentration of virus particles in the air. The funds will also be used to purchase upgraded security cameras throughout the district to further assist in contact tracing during a possible exposure to help mitigate the potential spread of COVID 19.

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; ([count] of 2000 maximum characters used)

The Demarest School District intends to use several technology tools to gather data, help to remediate learning loss, and to address social-emotional learning. The first is a universal screener to be administered three times per year in grades K-8 in reading and math. We are looking at continually supporting our students with disabilities to assist them in meeting grade level and IEP targets based on this data. To further support our English Language Learners, we will be providing virtual access to an English language learning program to aid in supporting their learning, as well as their families. Additionally,

the district will be providing students and families with access to programs, both for in-school and for any students who may be remote, to two educational platforms that provide adaptive practice in informational text, literature, and mathematics. The district also plans to implement an online social-emotional learning curriculum for grades K-8.

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)

The District will utilize the funds under the Accelerated Learning?Coaching?and Educator Support?Grant?to provide evidence-based professional development to educators across grade levels and content areas. The planned professional development will focus on mathematics, structured literacy, curricular reflection, prioritization, and alignment based on student need, curriculum guide development, culturally responsive teaching, and equity, diversity, and inclusion in education. These topics will be targeted through instructional coaching, Professional Learning Communities, consulting with skilled professionals, out-of-district trainings, and workshops.

The district will utilize the funds under the Multi-Tiered System of Supports (NJTSS) Mental Health Support Staffing Grant toward providing additional services to students needing Tier II and Tier III social-emotional and mental health intervention, supporting the mental health of students most impacted by the pandemic.

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.

([count] of 2000 maximum characters used)

All components of the interventions to be implemented under the ARP ESSER funds will be equitably provided to students across subgroups based on need. Funding allotted toward improving air circulation and air quality meets the health and safety needs of all students attending in-person schooling. The Learning Acceleration programs offered are provided to students based on district and state assessment data as well as qualitative data from educators. The data of all students across subgroups, including students with IEPs or 504s, ELLs, students across socioeconomic statuses, and students across races and ethnicities, are analyzed to determine program eligibility. District educators are provided with opportunities to review student eligibility and offer additional input. Parents are consulted regarding their child's eligibility in the program and the rationale. Should economic barriers such as transportation inhibit a student's participation in the program, the district will work with families to develop possible solutions to these barriers. Funding allotted toward student mental health will be used to target students needing Tier II and Tier III interventions, across subgroups. Determinations regarding student need of Tier II and Tier III supports are made based on qualitative and quantitative data. In addition to our Return to School Matrices, educators provide input regarding student mental health needs through I&RS referrals and meetings, CST meetings, School Climate meetings, and grade-level meetings. Funding allotted toward professional development supports students across subgroups, and the professional development focusing on culturally responsive teaching and equity, diversity, and inclusion in education especially targets the needs of students within marginalized subgroups. The evidence-based intervention plans to be implemented have been publicly shared through a Board of Education meeting, allowing for public input relating to the planned interventions.

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)

The District has engaged in meaningful communications with the following organizations and stakeholders as they relate to the upcoming usage of ESSER III funding:

Demarest PTO

Demarest Education Foundation

Demarest Special Education Parent Advisory Committee (SEPAC)

Demarest Board of Education Committee Meetings

Demarest Board of Education Public Board Meetings

Throughout these meaningful consultations, district stakeholders evaluate the needs of all students across subgroups in order to provide equitable supports.