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**Applicant:** 03 1130  
DUMONT -  
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)

Complete the replacement of district wide classroom unit ventilators to address airflow and air quality issues associated with the unit vents reaching the end of their life cycle. The unit vents are original to each school some dating back to the early 1920's ,1950's and 1960's. The Unit Vents which are original to each school do not meet current NJDOH or Ashrae Standards for classroom air quality and air exchanges. Furthermore due to the age of the units, parts were hard to source and many of the dampers have become inoperable. Covid 19 safety protocols required school districts to complete district wide inspections of all air handling systems to determine if they were operable and what upgrades would be needed to comply with these standards. the inspections revealed that many of the units were not operating in accordance with intended design standards when installed. Problems include frozen dampers, inability to source parts and lack of airflow. New units will be designed to comply with the following guidelines to provide proper air flow, filtration and air changes. 2020 Department of Education "The Road Back to Restart & Recovery Plan for Education." 2020 CDC Guidelines, NJDOH Indoor Air Quality Standard, ASHRAE 62 Guidelines.

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)

Through summer and extended day programs, Dumont teachers will work with students additionally in areas to accelerate academic and SEL learning, including STEAM, Math and, Language Arts. Teachers will utilize ongoing professional development in the areas specified area above throughout the duration of the grant period and use the skills to provide additional student supports to accelerate learning.

**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)**

Funds will be used to supplement teacher training and support in Reading/Language Arts, Math, SEL and technology to best prepare our staff to best accelerate learning for our students. The areas of focus in the aforementioned based on the examination of Start Strong assessments, local benchmark data and teacher professional development surveys. The plan to incorporate SEL throughout all instruction and better prepare teachers and staff to address student emotional needs coincides with the district's restart plan. The presence and increased access to technology do to the pandemic raises the need for teachers to know how to best utilize resources. Teachers will receive focused professional development in Multisensory reading instruction, best practices in math instruction, and and technology implementation to support learning and students growth.

**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)**

The district will use surveys and examination of student test records, I&RS disposition documents and parent feedback to assess impact. The district will hold administration meetings to gather feedback to inform planning to address student needs and teacher professional development. Administrators will use meetings open to parents and other stakeholders, such as but not limited to, Key Communicators, PTOs, Restart Committee, to engage in meaningful consultation to provide the opportunity gather for stakeholder feedback.

**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 on going discussions with respective district administration personnel responsible for consultation for underserved students. Protocols established affirms and guides the district to address the needs of the students through appropriating proper instructional and financial support. Meaningful consultation with groups such as ELL Parent Advisory, Title 1 Parent Advisory, Special Education Parent Advisory, mental health affiliates and other local agencies continue to inform the needs of the students and families within our community.