

Close Printer Friendly

Applicant: 39 4540
 ROSELLE
 BOROUGH -
 Union
 American
 Rescue Plan

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

American Rescue Plan Consolidated

Application Sections



Printer-Friendly

LEA Plan for 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; ([count] of 2000 maximum characters used)

In response to the COVID-19 pandemic, we will take the necessary steps to prevent and mitigate the spread of the COVID-19 virus among students and staff members. One of the best methods for effectively mitigating the spread of the COVID-19 virus is through efficient HVAC units. A properly functioning HVAC unit filters air, removing the presence of the virus, and ultimately mitigating the spread of the virus through airborne transmission. The district plans to use ESSER funds to purchase and install HVAC units in each classroom in Abraham Clark High School.

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 district will address the academic impact of lost instructional time through implementation of an extended school day academies program, which is designed to provide students with supplemental instruction and learning acceleration. We also plan to use ESSER funds to continue after-school programming during the 2023-2024 school year. The primary mission of the afterschool and summer program is to provide students in grades K-12 with academic enrichment activities by integrating standards-based curricular content into rigorous afterschool remediation instruction. It is an evidence-based enrichment program that will supplement remediation activities to engage students; improve basic and critical thinking skills; raise test scores; and improve attendance, discipline, and parent and community involvement. Our existing program has proven to be very successful, and we believe it will be of tremendous value to our students to continue funding this program, especially as students are suffering from learning loss due to remote learning during the COVID-19 pandemic.

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 spend its remaining ARP ESSER funds to purchase educational technology and software for our students, primarily servicing students who come from low-income households. Approximately 63.6% of students in our district are identified as economically disadvantaged, so the district has prioritized ensuring that every student has access to a district-issued technology device and one-on-one tutoring instruction when necessary. The district will also provide students and staff members with other instructional and non-instructional supplies, which are beneficial to enhancing the

quality of teaching and learning. This will include instructional supplies for the ELA, Math, Social studies subjects, test and career prep textbooks, an online tutoring program, extended school day programming, and other instructional and non-instructional supplies.

We will also offer several professional development opportunities for our staff such as the Institute of Student Achievement program, and other program. We will also provide our staff with instructional and non-instructional supplies necessary for teaching, such as desktops, furniture and office accessories for guidance counselors, white boards, and more.

We will also address the unique need of students who may have become emotionally and mentally distressed due to stress surrounding the COVID-19 pandemic by providing students with emotional support animals. Therapy dogs will reduce stress and anxiety for students. In addition, therapy dogs promote greater self-esteem and encourage focused interactions with other students and teachers, which will directly address the social and emotional needs of our students.

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)

One of the biggest needs of our district is to increase community engagement with parents/guardians. We plan to create more meaningful engagement with parents/guardians, which will in turn address the social and emotional needs of our students. The district plans to create a Parent University Program, which will be designed to increase engagement through the following programming: monthly workshops, literacy and ELL classes, preparation classes for citizenship testing, and computer literacy programs. Many families in the district identify as English language learners and immigrants, with approximately 32.8% of residents who are not U.S. citizens, and 44% of residents who speak a language other than English (2019 American Community Survey).

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 Roselle Public School District has a large number of students who are part of underserved populations, including those with a disability (13.4%). We have consulted with district staff and parents/guardians of students with IEPs and have identified a specific need for increased and improved sensory integration equipment at the elementary level. We plan to install sensory parks at the district's three elementary schools. They will be an inclusive play spaces designed to meet the physical, sensory, and socialization needs of youth with a variety of disabilities including Autism Spectrum Disorder, ADHD, and Down Syndrome.