



American Rescue Plan
ESSER and Subgrant Funding
2021-22
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?

Denville intends to use the funds to address student mental health and learning loss. Following all CDC guidelines, schools will remain open for in-person learning. Instructional Staff will utilize acceleration tools to address any learning loss. Funding will cover the cost of staff professional development on these tools, student materials, and salaries for professionals to provide after-hours tutoring, summer accelerated learning, and mental health support.

2. How will the LEA 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 after school programs or extended school year?

The Denville Accelerated Learning Academy will include an intensive in-person 6-week program, 4 days per week in the summers of 2022-23. The program will focus on math and ELA proficiencies in grades 1-7, as well as social skill development, and mental health support for select students. The program will be held at Lakeview School from June 27-August 4. Students will be identified based upon their benchmark scores, running records (reading levels) and teacher inventories. Initial data indicate that 184 grade 1-2 students for math, 134 grade 1-2 students for ELA, 312 grade 3-5 students for math, and 220 grade 305 students for ELA, 100 grade 6-7 students for math, and 65 grade 6-7 students for ELA will be invited to participate. To run a program of this size, we will use ARP Act grant funding to pay salaries for 23 Intervention teachers, 10 paraprofessionals, one counselor, and a program coordinator. The building principal will also assist with daily operation. We are committed to hiring a diverse staff that represents different cultures, races, and identities. Transportation will be provided to all participants by the Denville Board of Education. Building security, nurse, and language support/interpretation will also be funded by the district.

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

Remaining ARP ESSER will be used to purchase student materials that will support acceleration of concepts in order to address learning loss. Funds will provide professional development for teachers in order to prepare for utilization of new materials. Additional salary will be spent on after-hour tutoring for select 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.

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.

A committee of stakeholders was established to create a plan that would address learning loss through acceleration that includes consideration for 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. This committee includes teachers, instructional aides, a social worker, a psychologist, building administrators, literacy and math coaches, board of education members, parents, representatives from a community organization "Denville Voices for Racial Justice", the assistant superintendent for curriculum and instruction, business administrator, and superintendent. From the larger committee, building level TSS teams were created to monitor individual student progress and social/emotional health.

