

BEDMINSTER TOWNSHIP PUBLIC SCHOOL DISTRICT

234 Somerville Road

Bedminster, NJ 07921

Telephone (908) 234-0768 Fax (908) 234-2318

www.bedminsterschool.org

Applicant: 35 0240
BEDMINSTER
TOWNSHIP -
Somerset

Application Sections
American Rescue Plan
Consolidated
ARP ESSER Accelerated Learning
Coach and Educator Support
Evidence-Based Summer Learning
and Enrichment Evidence-Based
Comprehensive Beyond the School
Day
NJTSS Mental Health Support
Staffing Homeless

Application: American Rescue
Cycle: Plan - ESSER - 00-
Original 3/13/2020 -
Application 9/30/2024

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.

The majority of the funds will go toward maintaining a healthy environment for students and staff by improving ventilation in the school building. We will maintain and upgrade our current ventilation system in an effort to reduce the spread of disease. Replacing the main communication system of the district school building's ventilation controls is a priority. The funds will also purchase additional individual room humidifiers and high-efficiency particulate air (HEPA) filters for individual portable air cleaners needed to maintain individual room units. This can add as an essential layer of protection to reduce exposure to the virus that causes COVID-19. Since students spend most of their day in school buildings, potable water is critical for overall health. It can increase their cognitive functioning, get them in better habits, limit weight gain, and increase overall bodily system functioning essential to their health (Patel & Hampton, 2011). The district will also add additional water bottle filling stations so they are located on each floor of the school building.

Patel, Anisha I, MD, M.S.P.H., M.S.H.S., & Hampton, K. E., J.D. (2011). Encouraging Consumption of Water in School and Child Care Settings: Access, Challenges, and Strategies for Improvement. *American Journal of Public Health*, 101(8), 1370-9.

<https://draweb.njcu.edu/login?url=https://draweb.njcu.edu:2071/scholarly-journals/encouraging-consumption-water-school-child-care/docview/878542096/se-2?accountid=12793>

<https://www.ed.gov/improving-ventilation-schools-colleges-and-universities-prevent-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 after school programs or extended school year.

Priorities include fostering relationships with students, keeping students and staff healthy and safe, providing social-emotional mental health needs, culturally responsive support, and additional after-school instructional time for students.

The district will use state and in-house assessment data to understand the impacts of the COVID pandemic on student learning. The district will also review chronic absenteeism trends, daily attendance, enrollment, academic grades, student discipline and incident forms, feedback from parents, and staff feedback on student performance and disengaged students. Funds will sustain expenses associated with offering small, learning environments established throughout the school year, before school and after school for content area learning, and support from certificated staff to focus on the social-emotional wellbeing of students. Staff will use evidence-based strategies and programs and provide focused support to promote accelerated learning over the course of the school year and through the summer.

Learning loss and needs of low-income students, children with disabilities, English language learners, minorities, and other students in need of outreach will be addressed individually, as needed through evidence-based activities and programs.

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

The district will also allocate funds to upgrade district-wide technology connectivity to improve the accessibility and bandwidth which will improve classroom learning and access to all online resources for all students and staff. Due to deficiencies experienced through the pandemic, an entire upgrade to the bandwidth is required, especially now that all students have their own portable devices.

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.

The district will ensure the interventions for students in need are implemented to support increasing digital literacy and equitable access to high-quality curriculum and instructional technology focusing on understanding how access differs for students and their special needs, and for English learners.

Local and state assessment data will continue to be used to improve instruction; staff members will communicate with parents in the community to prioritize standards, provide scaffolding and personalized support through extended learning, and ensure equitable access to grade-level standards. Support will also be provided to families in need, along with students in need.

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.

Teachers and administration will offer communication of these offerings as needed to parents directly through conversations, meetings, email, phone conversations, and through the school family partnership series of professional development during regularly scheduled parent-teacher organization board meetings. Communication has also been established directly from the building principals to parents and teachers.