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Applicant: 31 5650
 WEST
 MILFORD
 TOWNSHIP -
 Passaic
 American
 Rescue Plan -
Application: ESSE - 00-
Cycle: Original
 Application

Project
Period:
 3/13/2020 -
 9/30/2024

American Rescue Plan Consolidated

Application Sections



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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)

The West Milford Public Schools will utilize funds to continue facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will include:
 Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

The West Milford School District will utilize funds to repair, replace or upgrade HVAC systems to improve indoor air quality in all purpose rooms and cafeterias. These areas tend to house large gatherings of people, often without masks due to either eating or physical activity exemptions to masking. By replacing and upgrading older equipment, we can improve the ventilation by increasing the outside air flow and improve the level of air filtration thereby mitigating airborne contaminants and/or contagens.

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 Lea will utilize reserved funds under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of many evidence-based interventions. The proposed ARP ESSER budget includes a wide variety of structured learning supports including summer learning and enrichment programs, comprehensive after school program opportunities for all learners and deeply embedded basic skills instruction and remediation support. Our Summer Explorers STEM Camp affords elementary students the opportunity to work together solving problem-based learning tasks while exploring the local great outdoors of our mountain and lake filled community. The LEA will also offer a 5 week Summer Reading and Math program utilizing our highly qualified certified district staff while working to remediate specific NJSLA standards identified for each student utilizing our LinkIt! Benchmark Assessment process. After school tutoring in our middle and high school will afford students the opportunity to receive targeted differentiation to help recover and resolve any remaining learning gaps from 18 months of hybrid or virtual instruction. The grant has also afforded the LEA the opportunity to bolster and enhance our Encore (Basic Skills program) in all schools.

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 LEA will utilize remaining ARP ESSER funds in a variety of ways to meet the diverse educational and safety needs of West Milford's students and staff arising from the corona virus pandemic. Remaining funds will support the planning and implementing of after-school programs as well providing mental health services and support. Supports and structures are opportunities being afforded to all district learners to meet the diverse needs of various district stakeholders. After school programs will include, but are not limited to, sports, clubs, and academic support. These offerings will provide opportunities for students to participate in service learning, health and wellness learning, STEM and visual and performing arts which assist in the individual student's 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)

West Milford Public Schools will ensure that interventions implemented address the academic impact of lost instructional time by reviewing assessment data, parent/teacher feedback, climate and culture surveys, number of referrals, standards based benchmark assessments, through qualitative and quantitative student data collected. The proposed use of funds will respond to the academic, social, emotional and mental health needs of all students with an inclusive approach allowing for students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migratory students. District staff members will ensure that these specific populations are included and a part of the programs removing all barriers. The district's plans will provide support for mental health of students including students with disabilities up through age 21, English learners, economically disadvantaged and homeless students. When creating and implementing the grant, West Milford Public Schools will continue to engage in meaningful consultation with students, families, school and district and district administrators collaboratively at administrative council meetings, through PTOs and PTAs, engaging in meaningful conversations with the SEPAC (Special Education Parent Advisory Committee) and at WMPA meetings with district administration and representatives from the school PTAs. Information gathered for this plan did include all stakeholders (i.e. consultation with students, families, school principals, Director of Education, Director of Special Services, teachers, central office administration, school leaders, educators, and the WMEA (union). Input provided from the stakeholder groups listed supported the development of the Summer Explorers STEM camp, Encore Services, Summer Reading and Math, after school activities, and mental health tiered 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 West Milford School District works collaboratively with the SEPAC and WMPA Committees. WMPA, or West Milford Parents Association and SEPAC, or Special Education Parents Advisory Committee are composed of a wide range of community stakeholders with personal interest in our school system. This collaboration helps the school district to plan for and provide programming for families and students based on information collected by the organizations via surveys and meeting discussions. The school district also has a Homeless liaison who maintains constant communication with those families deemed homeless and ensures their individual needs are met on a regular basis. This communication is ongoing and consistent in order to ensure the health, safety and overall wellness of this subgroup of students. Our district ELL coordinator meets regularly with the ESL students and families to determine and address their unique needs. In addition to collaboration and cooperation with local stakeholders, established committees and the local educator association (WMEA), the district also yields pertinent data from climate and culture surveys.

