

Close Printer Friendly

Applicant: 03 1860 HACKENSACK - Bergen

Application: American Rescue Plan -
Cycle: ESSER - 00-
Original Application

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

Application Sections

American Rescue Plan Consolidated ▼

Printer-Friendly

[Click to Return to GMS Access/Select Page](#)

[Click to Return to Menu List / Sign Out](#)

LEA Plan for Use Of Funds

Printer Friendly Instructions

1. Click on Printer Friendly
2. Right click and select save as PDF in Destination
3. Click Save and name file
4. Open PDF
5. Print

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 Hackensack Public School system plans to upgrade and improve upon the district's heating, ventilation and air conditioning systems in our schools.

1. We plan to design the replacement of the unit ventilators, RTU's and air handling units. The unit ventilators will be equipped with a DX cooling coil for future air conditioning.
2. New controls will be connected to the new building management system (under the District's ESIP contract).
3. We will investigate different technologies that can be added to the new HVAC equipment to enhance COVID protection, as necessary.

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 Hackensack Public School system plans on hiring two coaches to support the elementary schools, one for reading and one for math. These coaches will work in coaching cycles to support teachers as they are working and planning lessons for students with learning gaps. Reading and math achievement gaps are widening at these grade levels as evidenced by district benchmark data. These coaches will push into classrooms and support teachers through reflective coaching cycles. Their focus will be on foundational reading skills and prerequisite math concepts related to computational fluency. Additionally, we will be expanding the Foundations program to grade 3, which will allow students to build on the phonics they have learned in the previous grades, and apply it to multisyllabic words. Reading Specialists, who are trained Foundations Facilitators, will provide this instruction to all third grade classes. Additionally, ten teachers each year for two year (a total of 20 teachers) will be trained in Wilson Reading, which will support our lowest struggling readers. For mathematics, teacher training to address strategies that will support students who lack prerequisite skills will take place in grades K-8, and math coaches will focus on supporting teachers as they address gaps in key mathematical standards, specifically those related to computational fluency. The district will expand and maintain digital programs to support student learning across content areas, and provide SEL related materials and support, such as mindfulness spaces, to address the needs of the whole child. Additionally, the district will provide one-one-one tutoring/homework help for students through the bid process to find a partner agency. The district will provide a transition program for incoming middle school students, and provide after school enrichment activities to students to expand background knowledge and foster collaborative skills.

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)

Other federal funding (i.e. ESEA) will be used to support various intervention and student/parent support programs that have been successful and modified since the pandemic began. For example, each school submits a Schoolwide Plan that contains Smart Goals related to each school's needs. These include parent workshops, family nights, professional development, materials to support small group instruction, and academic support via Reading Specialists at the Elementary Schools and Instructional Coaches at the Middle and High Schools. Additionally, Titles 2, 3, and 4 support various programs such as professional development for our district equity team, after school programs for our ELL learners, college planning workshops, and mental health support services for students and families.

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)

Each school has a schoolwide team that supports the plans developed for ESEA funding. These teams include a variety of stakeholders who review the interventions for each school and provide feedback on the programs and funding. Additionally, the district reviews the plans and the initiatives' success for each school and provides feedback and suggestions related to this work. In determining the use of the ESSER II, ESSER III, and ESEA funds the district has taken into account the wide scope of programming and opportunities we can offer to our students to make up learning loss. We have chosen to focus ESSER II monies on after school and summer school programs that will assist transitions for students as well as provide mentoring, enrichment, and intervention support. ESSER III funding focuses on during the day support and professional development that will be sustainable in supporting our teachers as they work with students with learning gaps. Additionally, our after school and summer monies will focus on specific needs of our students, while allowing us to address the whole child in our programming.

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)

Hackensack Public Schools has several district and community groups that it meets regularly with to ensure that all students and families needs are addressed when we plan programs. In determining uses for these funds the district has taken public comment feedback, as well as feedback from the following groups: Special Education Parent Advisory, PTA President's Council, Bilingual Parent Advisory, Parent Outreach Center Parent's Group, Early Childhood Advisory Council, Schoolwide Teams at each school, Hackensack's Work Group (Community Organization), Hackensack's Affirmative Action Team, Hackensack's Community Engagement Committee, and the District Equity Team. These groups have provided meaningful feedback and informed ideas, such as, the collaboration with community organizations at HMS (part of ESSER-II funding), training in trauma informed and anti-racist teaching, and the need for intervention teachers and after school programs that run consistently throughout the school year.