

Applicant: 03 4620 SADDLE RIVER - Bergen
Application: American Rescue Plan - ESSER
Cycle: - 00- Original Application
Project Period: 3/13/2020 - 9/30/2024

Application Sections

American Rescue Plan Consolidated

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The application has been submitted. No more updates will be saved for the application.

Overview	Contact Information	Allocations	Needs	Safe Return	LEA Plan for Use Of Funds	Assurances	Submit	Application History	Application Print
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LEA Plan for Use Of Funds

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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; (136 of 2000 maximum characters used)

The facility upgrades and extended school year sessions will ensure we are preparing, preventing, and responding to the global pandemic.

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; (75 of 2000 maximum characters used)

We will utilize the funds for extended school year for identified students.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (163 of 2000 maximum characters used)

The facility upgrades are needed to ensure we comply with frequent handwashing, holding classes outdoors as much as possible, and improving our indoor air quality.

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. (770 of 2000 maximum characters used)

Throughout the year, formal and informal meetings occur regarding student performance with the staff, parents, and administration. Our district currently has no English learners, homeless, foster, or migratory students. Our Board Safety/Wellness Committee was created as a result of the global pandemic and served as an outlet for consultation and collaboration among students, families, administrators, teachers, principals, school leaders, support staff, union representatives, and community members. All stakeholders groups are represented and the committee met

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. (198 of 2000 maximum characters used)

As stated above, our district has engaged with existing special interest groups as noted above, but applies to only special education students since all other groups are not present in our district.