



Applicant: 03 3870 ORADELL - 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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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

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; (177 of 2000 maximum characters used)

By adding an additional third grade classroom, we are ensuring that students in all classrooms in the building will be able to maintain at least three feet of physical distance.

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; (499 of 2000 maximum characters used)

We have not been able to explicitly address learning loss in writing through our intervention through hybrid instruction since the sessions were held virtually. Our plan is to include a before/after school writing program based on strategies that support enriching the writing process. Our summer program will help support the SEL of our students who are having challenges with acclimating back to in-person learning. By supporting the SEL, we will be fostering an environment conducive to learning.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (112 of 2000 maximum characters used)

We reviewed the allowable uses to ensure the funds are being spent in a way that is consistent with the ARP Act.

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.

(626 of 2000 maximum characters used)

To develop our plan we reviewed data that included all students to determine where the greatest need arose. In our plan for the summer program we looked closely at subgroups of students who were disproportionately impacted by the COVID-19 pandemic and will be inclusive of those populations. Throughout planning we have engaged in conversations with stakeholders and will continue to have conversations to gather input from all community members. Conversations to gather data included Parent Teacher Association meetings (PTA), Special Education Parent Advisory Committee

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. (415 of 2000 maximum characters used)

We will continue to engage in meaningful conversations to ensure all stakeholders have input. While we currently do not have any families that qualify under McKinney-Vento, the district maintains an awareness to the needs and services through informational blasts communicated to our Supervisor of Special Services. We will continue to monitor our subgroups to ensure we are addressing the needs we have identified.