

Applicant: 41 1670 FRELINGHUYSEN
TOWNSHIP - Warren

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER -
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Project Period: 3/13/2020 -
9/30/2024

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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; ([count] of 2000 maximum characters used)

In order to continue operating school safely, the school is in need of HVAC upgrades to ensure students and staff can wear masks and the air will be filtered properly according to the CDC standards.

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 funds reserved for learning loss will be used on before and after school programs, PD for teachers, mental health activities, PD and personnel, programs to address learning loss and increased intervention time with interventionist. In addition, students will have full access to computers and the internet both in school and at home.

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 remaining funds will be used for facilities upgrades that will include HVAC, classroom furniture to provide proper social distance and additional technology equipment.

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)

The district intends to monitor student learning through multiple forms of assessment including but not limited to I-ready, Fountas and Pinnell Reading Assessment, PAST Dyslexia screening, and district benchmark assessments. This data will be frequently assessed by the interventionist and suggestions to programs will be made based on this data assessment. When state assessment data is available, it will also be used to assess and make improvements to the district RTI and intervention program. The district strives to communicate with all stakeholders to ensure all are serving the common purpose of educating children. The district seeks input from the school community at large through community surveys, parent meetings and community input.

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 district engages in consultation with all stakeholders including underserved students and students with disabilities. Through the Child Study Team and parent input, the district ensures all stakeholders have a voice in district decisions. This is done through community surveys, parent meetings and community input.