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**Applicant:** 03 1550  
FORT LEE -  
Bergen  
American  
Rescue Plan

**Application:** - ESSER - **Project**  
**Cycle:** 00- **Period:** 3/13/2020 -  
Original 9/30/2024  
Application

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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)

The District is following all safety protocols as per NJDOH and CDC guidance. Now that all students are returning to school full time, funds will be allocated to hiring additional custodians to not only maintain the sanitization and cleaning protocols that were in place last school year, but also to address the demands of cleaning and sanitization before, during and after lunch. Additional classrooms must be used during lunch to accommodate the 3 ft. physical distance between students. Screened dividers are used in classrooms and cafeterias to provide additional barriers and must be cleaned regularly. These additional staff members will allow us to safely return to in-person learning for a full day of school while adhering to all health and safety guidelines. The additional staff will also serve to operate the school day efficiently, ensuring that instructional time is not compromised as a result of these recommendations and requirements.

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 District will offer a summer acceleration program as well as extended day programs to students in multiple subgroups that will combine academic content with social-emotional learning to bolster students' skills across content areas. The District will also offer college preparation programs and services to high school students to ensure that they have the best opportunity to attend the college of their choice and experience success in their post-secondary educational program. Students will be provided with instruction in yoga to help them manage anxiety, improve emotional regulation, concentration and memory, which will also benefit their academic progress. Funds will support the purchase of research-

based instructional resources to implement these programs. The District will allocate funds to expand its one-to-one device program to elementary students and increase tech personnel to provide continuous education to students under quarantine, prepare for the possibility of full remote instruction, and continue to foster the integration of technology in our elementary curriculum. Funds will also be allocated to professional development for staff to address equitable instructional and behavioral practices as well as best practices in identified areas in need of academic improvement.

### 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 district will spend its remaining funds on the following:

1. Covering the cost needed for paraprofessionals to attain their substitute certification. In order to provide adequate student supervision during the lunch and school day (due to social distancing protocols) the District is in great need of additional personnel certified to supervise students and there is a shortage of certified personnel to fill this role.
2. Upgrade the air quality by purchasing and installing a new boiler for one of our elementary schools. This is needed to maintain the operation of the school building since the existing boiler is in need of replacement.
3. Provide professional development to support staff to enhance communications with all stakeholders, especially as the community continues to navigate the social and emotional implications of COVID-19.
4. Hiring a teacher to support the teaching of foundational literacy skills to young elementary students
5. Hiring a counselor to address students' mental health and social-emotional needs

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 will use multiple points of data (listed below) to ensure the programs and supports it implements to respond to the academic, social, and emotional needs of our students are effective. Additionally, stakeholders will be engaged in identifying district/student and staff needs. Teachers, parents, community members, health care officials and district administration engage in meaningful consultation throughout the school year via School Safety and I&RS meetings. Meetings took place with district teachers, union representatives, administrators and a parent survey was distributed to collect feedback. Enrichment programs will be offered to students in all subgroups.

Start Strong Data

Star 360

Fountas & Pinnell Reading Data

AP/SAT/ACT Scores

Subgroup data

Student enrollment changes

Teacher Feedback

Student participation in programs

Course Grades

Parental concerns/ feedback

Student Feedback

I&RS or guidance referrals

Star 360 Data

Student mental health and crisis intervention services needs

Student counseling caseload for SAC and guidance counselors

Disciplinary Reports

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 meaningful consultation with stakeholders representing all students served. The district engages parents and families as well as teachers and administrators. Translators work with non-English speaking parents and translate documents and other information in an understandable and uniform format and, to the extent practicable, in a language the parents understand. Information about programs, district policies, and other important information are readily available on the district website. Regular meetings are held with non-public schools in the community and community input is sought at public presentations and Board of Education meetings. Parent Advisory Council meetings are held with parents of Title 1, ELL, and IEP students. Each building has a PTA that provides input respective to district programs, initiatives, and student/staff needs. The district engages with various equity organizations and experts to support our district equity initiative and mental health experts are engaged to work with staff members to address issues concerning our students' social and emotional needs.