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Applicant:	31 5440 WANAQUE - Passaic American Rescue	Application Sections	American Rescue Plan Consolidated
Application:	Plan -	Project	
Cycle:	ESSER -	Period:	
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	Original	3/13/2020	
	Application	-	
		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)

A portion of the funds will be used for cleaning and sanitizing the school buildings. 200-600 \$30,000. A portion of the funds will be utilized to purchase new playground equipment which is replacing old (30 plus years) outdated and unsafe playground equipment. \$250,000 400-732. Part of our Professional Development budget would be used to provide additional training for our staff and teachers in making them more aware of some of the safety and health components of our re-opening plan. Some of these workshops would be open to the community to provide information to them on how and what we are doing to keep their schools open, clean and their children safe. We have developed an open line of communication with our local town Health Department as it relates to the agreed procedure to handle positive and negative cases as outlined by the State of New Jersey. These meetings happen on a needed basis. Our Reopening plan is listed on our website (wanaqueps.org) for all community members to see and is discussed at our open Board of Education meetings when changes are made.

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 allocation that has been provided under this section will be used to purchase resource materials for teachers, staff members and all students including special needs, English learners, homeless as well as regular education students. These materials under 100-600 are designed to be resource texts and additional software programs for students and teachers to use during their in-person and virtual learning, if we had too, times. Materials will enhance student as well as teacher resources throughout the next several years. These materials will include but not limited to textbooks, software, chromebooks and other teacher resources for the purpose of closing the gap and increasing student learning. These materials are in the areas of Stem, Phonics, Mathematics and Language Arts.

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 amounts of money will be used to support teachers and students through resource materials and positions that will create smaller learning groups to close the gaps that were created as a result of Covid-19 and distance learning. The materials identified here are additional text materials, chromebooks, charging stations and professional development for staff to increase their knowledge on how to close the gaps that have been created. With the additional hiring of Interventionist, Educational Consultant and Special Education personnel, smaller groups of learning centers will be developed to provide more direct and differentiated instruction for all students. Materials will enhance student as well as teacher resources throughout the next several years. These materials will include but not limited to textbooks, software, chromebooks and other teacher resources for the purpose of closing the gap and increasing student learning. These materials are in the areas of Phonics, Health, History, Grammar and Special Education materials.

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 has set up its own internal mechanism to evaluation and control the progress students are making throughout the school year. Our PLC , grade level meetings and subject oriented evaluation meeting, will help us to observe and evaluate which programs are working well and which ones may need to be reorganized. This process will also help to keep a closer eye on student progress and any changes that may need to be made. Once these areas have been discussed and solutions developed, other stakeholders will be brought into the conversation for further discussion and ideas. PLCs, grade level meeting and subject oriented meeting are scheduled monthly. Other stakeholders meet at least 2 times a year for updated and changing if needed. Changes to these programs will be done on an ongoing timeline should the need arise.

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)

An Advisory Council will be created that will include but not limited to teachers, administrators, Business office staff, parents, representatives of the homeless department, and students from the upper grades (since we are only a pre-k to eight grade district). This Council will review the allocations provided in this grant to ensure that the dollars are being used for the items listed here, They will review the success of materials and programs that this grant call for and whether these programs are meeting the needs of our students and helping to close the gaps. This Council will review all surveys, assessments and evaluations of the materials and programs to help them make the appropriate changes. They will meet quarterly and report their findings to the Superintendent who will report to the Board of Education at a public meeting at least 2 times a year.