

**Applicant:** 03 0300  
BERGENFIELD  
- Bergen  
**Application:** American **Project**  
Rescue Plan - **Period:**  
**Cycle:** ESSER - 00- 3/13/2020  
Original -  
Application 9/30/2024

**Application Sections**

American Rescue Plan Consolidated ▼

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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 plans to use the bulk of the ARP ESSER funds to improve air ventilation and circulation within the five elementary schools, as well as the middle and high school buildings. The work will be done in accordance with CDC guidelines as well as will follow the recommendations for best practice within this field.

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 plans to offer several different programs to address these needs. The district intends to build comprehensive transition programs that support the academic and social and emotional needs of students moving from elementary to middle school, as well as those moving from middle to high school, through a redesigned summer program that integrates academic skills embedded in PBL instruction, as well as addresses social and emotional needs through appropriate certificated staff and utilizing a team-building and social awareness learning block as needed throughout the program. This will be offered in addition to traditional summer enrichment and credit recovery options. The district will also expand its extended school day offerings to address the subject areas most impacted by the loss of instructional time. Some programs will be highly skill-based and students exhibiting persistent difficulty mastering specified skills across content areas will be able to participate in short-cycle programs; additional items that offer more long-term activities and enrichment items will also take place after or before school. The district also will increase programs dedicated primarily to ELs as well as special education students, who in many cases were more notably impacted by the year of virtual instruction.

**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 be using funds to address and support the mental health needs of students, staff and family members. This will be done by acquiring additional staff to support the various needs that have arisen as the school year begins to unfold. Additionally, the district is looking to devise a school within a school system to provide academic as well as SEL and counseling to students within the secondary level who cannot attend their full schedule of classes due to issues with mental health, often stemming from the pandemic. Other funds will be used to increase the career and technical education programming through coaching. This will increase authentic learning experiences that contextualize skills rather than teach them in isolation, and afford many students who may not respond to traditional classroom settings with the opportunity to participate in internships, apprenticeships and other useful experiences that help move them toward a successful post-secondary career.

**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 a committee comprised of students, parents, school administrators, teachers and other staff members. Representatives from the respective Unions are also part of this committee. The group has met several times over the past year to discuss the needs of students, staff and the community in terms of facilities, academics, and social and emotional supports. To monitor the interventions and impact of the programs that the district has put in place several measures will be used. The district's newest software allows appropriate staff to monitor academic progress and trends, behaviors, absences and social emotional progress broken down by demographic and socioeconomic group as a means to monitor the progress of students taking part in the various interventions. Pre and post assessment data, garnered through the district's short cycle STAR assessments, as well as the NJ Start Strong and NJSLA data. As appropriate, anecdotal notes, MTSS plans and other qualitative data will be utilized to ensure thorough reflection on the aforementioned interventions. The results of these items will be used to make program improvements or adjustments as warranted.

**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 has constructed a committee comprised of staff members, administrators, board trustees, and parent representatives from various organizations within the school community, including but not limited to the Parent Associations, the SEPAG, the ELL/Bilingual parent group, to plan for as well as garner feedback on the use of funds. Surveys, though not a meaningful consultation, are also utilized to gather feedback regarding the aforementioned programming from a larger base of participants, and are shared with the committee during consultation as needed.