

Applicant: 31 5570 WAYNE TOWNSHIP - Passaic

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER **Project Period:** 3/13/2020 -

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Cycle: - 00- Original Application

9/30/2024

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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

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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; (255 of 2000 maximum characters used)

As mentioned in our needs assessment, numerous strategies from upgrading the HVAC system, to purchasing qualtrics, to paying nursing staff for covid tracing and test tracking are all being implemented to keep schools open and mitigate any spread of COVID.

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; (442 of 2000 maximum characters used)

The district plans academic support programs at all levels to address core instructional needs of students based on benchmark data and the Start Strong data just collected. Schools are offering before the bell, afterschool, during day (prep, lunch, intervention/study support periods) and summer programs to address reading comprehension, phonemic awareness, writing, math concepts, and other academic concerns noted by staff and I&RS teams.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (286 of 2000 maximum characters used)

In addition to those funds listed above, we have mental health support objectives mentioned below and several items such as the police support and other staffing costs which are allowing us to run our schools and remain open throughout the covid pandemic and related challenges we face.

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. (738 of 2000 maximum characters used)

We have several teams in place reviewing intervention needs, from an academic and socioemotional lens, to plan for direct support to students, PD for teachers, and parent workshops as need. We are making these sessions available and tracking effectiveness. Academic support is being tracked and reported based on targeted student needs at the school level and reported back to the directors to address overall trends. Behavioral and emotional wellness needs have been tracked through surveys, non-instructional data, and confidential referrals. We are also working closely

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. (366 of 2000 maximum characters used)

Recently we have met with union representation, special education parents rights groups, EL parent representatives, homeless families (and the regional homeless liaison), DCP, and local and national civil rights groups (recently we met with a few religious leaders in Wayne and we have an on-going consulting and partnership with the ADL through the NPFH program).