

[Close Printer Friendly](#)

Applicant: 03 3350
MOONACHIE
- Bergen
American
Rescue Plan

Application: - ESSER -
Cycle: 00-
Original
Application

Project Period:
3/13/2020
-
9/30/2024

Application Sections
American Rescue Plan Consolidated

[Printer-Friendly](#)
[Click to Return to GMS Access/Select Page](#)

[Click to Return to Menu List / Sign Out](#)

LEA Plan for Use Of Funds

Printer Friendly Instructions

1. Click on Printer Friendly
2. Right click and select save as PDF in Destination
3. Click Save and name file
4. Open PDF
5. Print

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 MSD has been open for in-person learning since September of 2020. During the 2020/2021 School Year, there were many required remote learning and quarantine scenarios, as recommended by the local health department. During the 2021/2022 school year, the MSD has remained open for in-person learning, following all recommended CDC guidance on the safe operation for in-person learning. The MSD practices symptom checking, social distancing, masking, increased building sanitation, and increased personal student/staff sanitation. Students continue to remain in cohorts, not mixing for different classes or traveling. The MSD has utilized previous Federal Grants (ESSR 1, ESSR 2) and has submitted a FEMA application to support our sanitation supply efforts, masks, and social distancing measures. ESSR-III funds will be used to continue to support in-person learning consistent with CDC guidance, through improved facility air quality, small group extended day/year learning opportunities, and ensuring proper facility sanitation during and after the extended day/year programming.

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 MSD prides itself on our academic programming, RTI services, and enrichment offerings. Throughout the ESSR I & ESSRII grand periods, we have built comprehensive research-based extended learning opportunities, both after school and during the summer, anchored in data analysis and instructional best practices. During the summer of 2021, we partnered with both the 21st Century YMCA Grant and the township mayor/council to create a nationally recognized summer program, which offered all students, across grade levels and demographics, the opportunity for academic remediation, enrichment, exploration, and re-socialization in a healthy learning environment. ESSR III allows the MSD to continue and expand upon these programs and services. By September 30, 2024, the required reserve funds will be utilized to expand our RTI programming, as we continue to employ and expand our employment of certified teachers providing math and language arts academic interventions. The interventions are targeted at lower-performing students, many of whom experienced a learning gap during the pandemic. Our RTI interventions for ELA are: Orton Gillingham,

LLI, Reciprocal Teaching, Close Reading Strategies, and Standards based direct instruction mirroring the grade level pacing guide. Our RTI interventions for Mathematics are: Reasoning, Modeling, Numbers World, Rocket Math, Numberless Word Problems, and Math Tasks. Additionally, the reserve funds will be used to continue to expand our Extended School Year program to include more certified staff, more days, and more students. The target population for this program is our Special Education students who were adversely impacted by the pandemic and subsequent Remote/Hybrid Learning.

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 remainder of the ARP ESSER funds, by September 30, 2024, will be used to in a variety of ways, consistent with all requirements of the use of funds, with respect to creating a healthy and supportive learning environment for students, educators, and families. The MSD facility, as identified in our Needs Assessment, has been expanded upon, due to enrollment increases, over the previous 4 decades. As a result, the original facility infrastructure never received adequate HVAC/Ventilation upgrades. ESSER funds will be utilized to provide this half of our school with the installation of an upgraded air-conditioning ventilation system that is consistent with CDC guidelines for providing a healthy indoor learning environment that reduces the risk of virus transmission. ARP ESSER funds will also be utilized, to create a support position for our district, based upon our needs assessment, who will provide translating services for administrators, nursing, office staff, teachers, and extended day/summer staff. Our demographic shift, accelerated by the pandemic, has resulted in an increase in Spanish as a first language in our homes. Most new families of Spanish speaking homes, which has put a major strain on our current staff to effectively communicate, and increases the frustration levels of our families. This translation staff member will help us plan for our future, appropriately communicate with families, engage families in our learning environment, while building a positive school culture and community, for all students and families. A portion of the ESSER ARP funds will be utilized for the purchase of educational technology, which will directly impact our students ability to engage with their instructors, both in and out of school. Finally, ARP ESSER funds will be utilized to fund the increased costs of Saturday school on the facility and ensure proper sanitation, as recommended by the CDC, before and after programming.

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)

(0 of 2000 maximum characters used)

The MSD has a comprehensive RTI & PLC process, overseen by our district administrators. Additionally, our partnership for our after school and summer programming with both the 21st Century Learning Grant and the township, offer expanded opportunities for resources, programming, and staff. All interventions and programs either created or expanded upon with ESSER ARP funds, will be closely monitored for student engagement, availability, and student growth by the Director of Curriculum & Instruction and the Superintendent. Students academic progress is continually tracked through student work protocol meeting, district benchmark assessments, and standards based instructional practices, anchored in rubrics and best practices. Student social development is closely monitored by our mental health partnerships, CST members, and our I&RS teams. Additionally, we are partnering with a variety of resources with in the community, including the YMCA, to ensure all students, across grade levels and demographics, are offered equitable access to all social and academic programming. Finally, when completing our needs assessment and subsequent programming decisions, the MSD engaged a variety of stakeholders during this process, including teachers, administrators, council/mayor, parents, support staff, service providers, and our students.

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)

During the creation of our ESSER ARP Needs Assessment and programming/funding decisions, the MSD engaged the parents of students with learning disabilities, families of our English learners, and our homeless liaison. The MSD does not currently serve tribes, children in foster care, or children who are incarcerated.

