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Applicant: 03 3960
 PASCACK
 VALLEY
 REGIONAL
 HIGH SCHOOL
 DISTRICT -
 Bergen
 American
 Rescue Plan -
Application: ESSE - 00-
Cycle: Original
 Application

Project
Period:
 3/13/2020
 -
 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)

Utilizing guidance from the CDC, state, and local health officials, the district will utilize funds to ensure that the HVAC system at both Pascack Hills and Pascack Valley High Schools is meeting or exceeding standards for clean and recirculated air in classrooms and other building spaces.

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)

Funds will be utilized to provide academic learning support centers for students during every period of the day, staff by certified teachers as a Tier II support. Further, after school and summer small group academic support will be provided as a Tier II and Tier III interventions for students whom have been identified through screening, I&RS referral, and data.

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)

Funds will be utilized to provide professional development for mental health professional in district; for evening family counseling programs; for mental health programs for faculty and staff; for summer programs to support our ELL learners, and for SEL activities for freshmen and sophomore students.

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)

Utilizing a variety of established partnerships with special education parents, ELL parents, district committees, and our Board of Education, the district has held several meetings and feedback sessions to better understand the needs of underserved students as well as the community. The needs expressed during those meetings have become part of this grant.

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)

Utilizing a variety of established partnerships with special education parents, ELL parents, district committees, district surveys, the Comprehensive Equity Plan, and our Board of Education, the district has held several meetings and feedback sessions to better understand the needs of underserved students as well as the community. The needs expressed during those meetings have become part of this grant.