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**Applicant:** 03 2090 HAWORTH -  
Bergen

**Application:** CRRSA Consolidated -  
00-

**Cycle:** Original Application

**Project Period:** 3/13/2020 -  
9/30/2023

### Application Sections

Non-Title I ▼

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## Allowable Uses

### Use of Funds: A local educational agency that receives funds under this title may use the funds for any of the following:

- 1. Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
- 2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

Explanation/Description ([count] of 250 maximum characters used)

Improving Indoor Air Quality by installing ionization bars throughout HVAC system to prevent the spread of COVID-19

- 3. Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

Explanation/Description ([count] of 250 maximum characters used)

Extra custodial support for daily deep cleaning and to support the expanded lunch schedule to accommodate cohort model

- 4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students

experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

- 5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- 6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- 7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- 8. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- 9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- 10. Providing mental health services and supports.
- 11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- 12. Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - (B) Implementing evidence-based activities to meet the comprehensive needs of students.
  - (C) Providing information and assistance to parents and families on how

they can effectively support students, including in a distance learning environment.

(D) Tracking student attendance and improving student engagement in distance education.

Explanation/Description ([count] of 250 maximum characters used)

Testing and Evaluation of additional students

13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Explanation/Description ([count] of 250 maximum characters used)

Improving Indoor Air Quality by installing ionization bars throughout HVAC system to prevent the spread of COVID-19

14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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**Application Sections**  
Learning Acceleration ▼

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## Use of Funds

Local Education Agencies (LEAs) will be required to dedicate 75% of their Learning Acceleration grant to academic enrichment for students and the remaining 25% to supporting the learning ecosystem for pre-K through grade 12 instruction.

Of the portion dedicated to academic enrichment for students, districts will be required to spend 75% on STEM-related activities and experiences, as well as spend 25% on activities and experiences related to literacy and the arts. All of those funds must be used to provide extended, accelerated learning opportunities to students in Summer Learning Academies, School Year Learning Acceleration Academies, or 1:1 Tutoring. Interventions, tutoring, enrichment, and any out-of-school learning opportunity must include accommodations and modifications necessary for the participation of students with disabilities up through age 21 and English learners.

The 25% dedicated to supporting the learning ecosystem may be spent on programs focused on building a growth mindset in students, professional learning for educators on accelerated instruction and enhancing effective utilization of formative assessments, and engagement with parents and caregivers through a multi-tiered system of support.

All ESSER-funded activities must be necessary to prevent, prepare for, or respond to COVID-19.

Under the Learning Acceleration Grant, LEAs must concentrate federal funding to ensure their students are provided extended learning opportunities so they may accelerate their learning throughout the coming years. This grant should be used to ensure all students have equitable access to high-quality, standards based extended learning, particularly in the areas of STEM, English language arts (ELA) and Visual arts. Additional funding focuses resources on building students' growth mindsets, educator professional learning in accelerated instruction, and

engagement with parents and care givers through a multi-tiered system of support.

## Academic Enrichment for Students (75% of the Allocation)

### Allowable Programs

The allowable programs below apply to accelerating learning in STEM (sub-allotment of 75%) and literacy/ELA and the arts (sub-allotment of 25%).

List of Allowable Programs for Academic Enrichment:

- Summer Learning Academies:** Providing struggling students with small-group instruction delivered by highly effective teachers over the summer. These academies may be conducted virtually or in-person.
- School Year Learning Acceleration Academies:** Providing struggling students with small courses of small-group instruction (e.g., one week during a break) delivered by highly effective teachers during the school year. This could include instructional time before-school, after-school, weekends, and during breaks.
- 1:1 Tutoring:** Providing struggling students with one-on-one tutoring directly aligned to classroom content to support interventions linked to the district's multi-tiered system of support.

### Note:

Interventions, tutoring, enrichment, and any out-of-school learning opportunity must include accommodations and modifications necessary for the participation of students with disabilities up through age 21 and English learners. Additionally, the Interventions must be connected to the New Jersey Learning Standards.

A. Describe your proposed STEM-related enrichment initiative from the list of allowable programs, including a brief description of the proposed programs to be used and the student groups to be served. Include the descriptions outlined below. (75% of sub-allocation)

([count] of 1000 maximum characters used) The district will offer Summer and School Year academies specializing in "hands-on" activities and real-world application. Categorized as an "academic camp", programs will involve experiments and lessons related to physics, Enviro Sciences, Coding, Robotics, Graphic Design, and Mathematics.

Check the Applicable Content Area for the initiative

- Chemistry
- Physics
- Biology
- Earth Systems
- Environmental Science
- Technology
- Robotics
- Computer Science
- Engineering

Mathematics

B. Describe your proposed literacy/ELA and the arts enrichment initiative from the list of allowable programs, including a brief descriptions of the proposed programs to be used and the student groups to be served. Include the descriptions outlined below. (Remainder of sub-allocation up to 25%)

([count] of 1000 maximum characters used)

The district will offer Summer and School Year academies specializing in engaging students in a variety of ELA and visual arts activities. These will include: poetry, public speaking, Readers Theatre, Creative writing, Blogging, etc.

Check the applicable content area for the initiative.

Literacy / English Language Arts

Visual Arts

Performing Arts

**Learning Ecosystem (25% of Grant Allocation)**

Allowable programs:

The allowable uses below apply to supporting the Learning Ecosystem:

Supporting students in developing a growth mindset: Providing students with evidence-based strategies to develop coping skills around challenge, difficulty, and perseverance, including but not limited to curricular materials and programming, assemblies, and professional learning for P-12 educators aligned with this focus.

Professional learning for PK-12 educators focused on strategies for accelerated instruction and learning, including in and out of district professional development opportunities, including for the effective use of formative assessment, and extended time for professional learning communities.

Engagement with parents and caregivers through a multi-tiered system of supports, including but not limited to opportunities to support students' growth mindsets, and other resources to support family, school, community partnerships to targeting interventions for struggling and at-risk students.

Describe your proposed Learning Ecosystem initiative from the list of allowable programs.

([count] of 1000 maximum characters used)

The district will partner with Conquer Mathematics to provide professional learning focused on strategies for accelerated instruction and learning, including how to use extended day instructional time to support students.

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**Application Sections**

Mental Health ▼

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The application has been approved. No more updates will be saved for the application.

Allocation Detail	Use of Funds	Budget	District Comments
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**Use of Funds**

[Instructions](#)

Under the Mental Health Supports and Services grant, LEAs will be required to dedicate a minimum of 10% of the funds towards professional development for educators and the remaining funds towards mental health supports and services. A description of the LEA’s planned use for the funds is required in the boxes below each section of the allocation. Funds may be used to support the mental health of students including students with disabilities up through age 21, English learners, economically disadvantaged and homeless students.

The entirety of the allocation should be designed to increase access to school-based mental health supports and services for students and educators by building or enhancing a tiered intervention model of comprehensive school-based mental health supports and services that are sustainable after the life of the grant. Districts may utilize funds towards building or enhancing one or more tiers. Interventions, including any out-of-school mental health support and service opportunities, must include accommodations and modifications necessary for the participation of students with disabilities up through age 21, English learners, economically disadvantaged and homeless students.

Total LEA Allocation:

**Professional Development for Mental Health Supports & Services**

Describe your plan for the use of these fund including anticipated outcomes. A minimum of 10% of the allocation must be used. (245 of 1000 maximum characters used)

Professional Development will be used for staff-wide training to address mental health literacy, identifying depression, and suicide prevention

Additional training will be provided to start an "in-house" peer mediation and peer support program.

**Mental Health Supports & Services:**

In the space below please describe your plan for the use of these funds. Remaining funds not to exceed 100% of total: (470 of 1000 maximum characters used)

Outside experts will be employed to offer assistance to both staff and students. This will include a wellness coach that works with students on specific goals and a university partnership to offer sustained mental health support and tutoring for teachers to help students through the pandemic.

Funding will be used to provide parent seminars to address:

Positive behavior management

Differences between angst and depression

Does the district have a process in place to ensure that teachers and school staff are regularly and consistently checking in with students regarding their mental health and wellness?

Yes  No

PRD 2.0 user ID: wolford1032090

Spell Check

New Jersey Department of Education  
Send Questions to: [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov)