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**Applicant:** 03 4300  
 RAMAPO  
 INDIAN  
 HILLS  
 REGIONAL  
 HIGH  
 SCHOOL  
 DISTRICT -  
 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

## 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 improvement of air quality in both of our schools will reduce the risk of COVID-19 spreading. CDC research shows that COVID-19 is most likely to spread through airborne particles, not from surfaces. The use of ESSER funds for providing on-site COVID testing will also increase safety for our students and

staff.

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 will use funds to offer after school academic assistance, summer learning academies, and additional enrichment activities.

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)

After all student areas pertaining to the remediation of learning loss, the continuation of learning acceleration and addressing mental health needs, additional funds will be geared towards air quality and providing on-site testing for COVID-19. This includes the cleaning of air ducts, the purchase of air purifiers for the cafeterias in both schools, and the upgrade of HVAC.

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 will regularly and continually evaluate the programs implemented under the ARP Act for the effectiveness toward meeting the intended goals. Input will be gathered by all relevant stakeholders, when practicable and appropriate for each grant, need, and/or provided service. Adjustments and modifications will be made according to the feedback, and any changes will be disseminated in a timely manner to all involved stakeholders.

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)

We consulted with the Director of Special Services, who also supervises our Guidance and Counseling department, to ensure that students with disabilities, minority students, as well as low income students, are served in this grant.