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Applicant: 03 1470
 FAIRVIEW
 - Bergen
 American
 Rescue Plan - **Project**
Application: ESSER - 3/13/2020
Cycle: 00- -
 Original 9/30/2024
 Application

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)

In order to help prevent COVID-19 we realize that HVAC systems play a major role in creating a safe and comfortable learning environment for students and school staff by regulating indoor air quality and maintaining comfortable temperature levels. The ventilation system in the schools is antiquated and upgraded ventilation and filtration are needed to help mitigate the transmission of the COVID-19 virus. By the end of the 2022 school year 75% of our buildings will have upgraded and or replaced HVAC systems. This will benefit our entire student population; grades PK-8, including students with disabilities, economically disadvantaged, ELL, migrant, homeless, White, Hispanic, and those in foster care. The HVAC systems are no longer effective in meeting the new CDC protocols. Our custodial staff along with an engineer and architect retained by the district, conducted a survey of all univents and HVAC systems. They concluded that unit ventilators, mechanical units, and HVAC systems need replacement at all of our district buildings.

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)

A majority of our students perform below the state average on the NJSLA. Instructional staff members were surveyed and results indicate a need for increased instructional time devoted towards literacy/ELA and mathematics. Incorporating supplemental instructional practices, in the classroom, along with summer enrichment and remedial programs, while providing the necessary supplies, will serve to enhance regular classroom instruction in both ELA/literacy and mathematics. The district will offer these opportunities for all of our students; grades K-8, including students with disabilities, economically disadvantaged, ELL, migrant, homeless, White, Hispanic, and those in foster care.

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 Fairview Public School District proposes to use ESSER funds to provide students with academic enrichment programs, educational software and tools which will allow them to increase their academic performance, and other expenses necessary to maintain the operation and continuity of services for our district. For example, we plan to use funds to provide our students with after-school, academic enrichment activities which are intended to address learning loss and enhance students' academic performance. Examples of these activities include one-on-one tutoring and a school-wide reading program. We will also provide students with technology such as Chromebooks or an iPad, so they may access educational software and continue their coursework from home, if needed.

Additionally, we will update the district's website and replace our current telephone systems, which will improve communication with parents and facilitate better communication should we need to return to remote or hybrid learning due to the COVID-19 pandemic. In addition, we will provide parents with a new online student information system portal that will allow parents to check their children's grades, register online, and communicate with the district from their phone or computer. We anticipate that these new communication tools will improve community engagement between parents and district staff. We will also purchase a digital recruiting software program, which will more easily facilitate staff onboarding with digital documents. The district in particular has a shortage of Special Education and ELL teachers, and the new software will make it easier to onboard those new teachers, better address the needs of those student populations. Lastly, we plan to perform building facility improvements at Lincoln Elementary School to improve classroom conditions. They will include repairs to the sink hole, renovations to the playground, and bathroom repairs. These renovations will ensure that Lincoln School is a safe environment for students and staff.

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)

Educators recognize the opportunities to promote student well-being and to identify and address mental health concerns experienced by their students. When positive mental health skills are promoted and mental health concerns are addressed, student learning at the individual and classroom level increases. Professional development will allow educators to be able to better recognize mental health problems, provide classroom supports for students with mental health problems, understand school procedures and resources related to student mental health, make appropriate community referrals, and implement classroom interventions to promote positive mental health. By the end of the 2022-2023 school year all of our students and teachers will have access to access to mental health supports and services. The district will also purchase a character development curriculum and continue to expand our social emotional wellness classes throughout the district. The district will offer these opportunities for all of our students; grades K-8, including students with disabilities, economically disadvantaged, ELL, migrant, homeless, White, Hispanic,

and those in foster care.

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)

The district has a significant English-language learning population, with approximately 20.9% of students identified as English-language learners. The administration has consulted and worked cooperatively with the Fairview Education Association as well to plan the use of these funds. Administrators and teachers have consulted with ELL parents about how to best address their needs, and have identified the need for an additional ESL teacher to provide tailored instructional support to these students.