

**DEPARTMENT OF EDUCATION**

**Applicant:** 27 3520 NETCONG - Morris  
**Application:** American Rescue Plan - ESSER - 00-  
**Cycle:** Original Application

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

**Application Sections:** American Rescue Plan Consolidated  
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The application has been submitted. No more updates will be saved for the application.

Overview	Contact Information	Allocations	Needs	Safe Return	LEA Plan for Use Of Funds	Assurances	Submit	Application History	Application Print
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**LEA Plan for Use Of Funds**

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; (1131 of 2000 maximum characters used)

PPE, sanitizing, and custodial supplies will be purchased to mitigate the spread of COVID-19. The Netcong Elementary School facilities team will continue to utilize a schedule for increased cleaning and disinfection. This will include routinely cleaning and disinfecting surfaces and objects that are frequently touched with an EPA-registered product for use against SARS-CoV-2. If a person exhibits COVID-19 compatible symptoms or tests positive for COVID-19 within 24 hours of being in the school building, facilities staff will use an electrostatic sprayer to apply disinfectant to all surfaces in rooms occupied by the symptomatic individual, in addition to their daily cleaning and disinfection procedures. All indoor facilities have adequate ventilation systems that have been checked by qualified professionals. Filters have been cleaned and replaced, where needed, and airflow will be monitored throughout the school year. All classrooms and office spaces have been equipped with air sanitizing units. Teachers and school staff will be encouraged to open windows when safe to do so, and when the weather is appropriate.

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; (660 of 2000 maximum characters used)

Extra help after school will be offered for all students in grades K-8. ESL tutoring is offered for ELLs after school as well. Summer programming will include enrichment academies as well as RTI, and other remediation of academic coursework as needed. Extension of the Gifted and Talented curriculum will also be supported. Extended day opportunities will be offered via Student Council, Battle of the Books, Robotics Club, Early Act Club, Mock Trial Club, Band and Chorus, Family Fitness Nights, and Family Math Nights. Transportation will also be supported for extension activities of the curriculum and for club competitions under this portion of the grant.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (416 of 2000 maximum characters used)

The remainder of the funds will be sent on staffing for increased special education needs, Social and Emotional Learning, purchasing resources to support teaching and learning, transportation for district-sponsored field trips, mobile hotspots, an extra day for the shared curriculum supervisor to assist with supporting the academic summer programs, and equipment and supplies to support the mitigation of COVID-19.

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. (1214 of 2000 maximum characters used)

The members of the student council have been vocal about their needs and those have been taken into consideration when developing this grant and as a result, the activities being funded through this grant focus on their interests. The PTA advised that they want Family Math Nights back and those are also included. District administration and staff were consulted on the needs of the district and there are materials and personnel that are being funded through this grant based on those needs. All students in the district are permitted to participate in after-school help and the district also has targeted extra help after school for ELLs and students in RTI. Beyond the school day activities will be open to all students in the district and will be age-level appropriate. All students and staff will have access to Tier II and Tier III mental health services based on their needs. Materials purchased for teaching and learning will focus on diversity, inclusion, tolerance, and will be representative of the students and staff in the district. Mobile hot spots will be purchased to ensure families without internet access have access to the internet at home so that their children may get their schoolwork done.

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. (183 of 2000 maximum characters used)

The district consulted with stakeholders in the district representing ELLs, Special Education students, general education students, Gifted and Talented students, and at-risk students.