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 PASSAIC  
 CITY -  
 Passaic  
 American  
 Rescue Plan

**Application:** - ESSER -  
**Cycle:** 00-  
 Original  
 Application

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

American Rescue Plan Consolidated Application Sections ▼

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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)

The district has dedicated approximately \$39,000,000 of the allocation to fund updates to Heating, Ventilation, and Air Conditioning projects in all of our schools that either have no air conditioning, or are partially air conditioned. Requests for sanitizing stations, wipes, and masks were also ordered in accordance with CDC guidelines to safely keep our students in school.

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 is planning after school programming that will expose our students to grade level content a week early ahead of their grade level pacing giving students an opportunity to work through tasks and build understanding. Teachers during the After School Program will also provide small group intervention to students focusing on prerequisite standards that students show a lack of understanding in. During summer programming, content supervisors write curricula based on critical standards of the grade level allowing the additional weeks of summer school to be an opportunity for students to master grade level standards and concepts to be prepared for the next grade level. In addition to programming opportunities, teachers will be provided professional development sessions focusing on mastering and building understanding of grade level content, best practices, and learning acceleration. With the return to in-person learning,

teachers need additional support, strategies, and knowledge to reach various leveled learners in order to close learning gaps created during the pandemic.

**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)**

Aside from building air quality improvements, PPE, and after/summer school programming, the district has planned for the use of funds focused around instruction and materials to support learning acceleration. Some of the requests include: A night high school program for students that have not graduated in 4 years, handwriting books for students in K-12 to practice writing due to the loss of this practice during remote instruction, Scholastic Scope allowing students to access grade level high interest texts, improvements to curricula focused around pacing changes due to a focus on critical standards and grade level content, professional development for teachers around learning acceleration and mastery of grade level content and pedagogy, vaccination clinics, mental health support, bilingual programming, and chromebook devices to support digital platforms that provide adaptive learning opportunities for students to help close learning gaps.

**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)**

Through the programming planned with the use of American Rescue Plan funding, we will invite students to participate in these programs. All programs have pre- and post- data to track student progress and make the necessary changes to ensure the success of the program for our students and make decisions for future programming. Programming is available for all student groups and curricula is aligned to grade level standards providing students with additional learning opportunities. Lessons are infused with Social Emotional Learning allowing students the opportunity to learn strategies to deal with stress, anxiety, frustration, etc., when students face these challenges. If students have trauma, counseling services are available for one-to-one and small group sessions at all schools. The district is preparing community meetings for the week of December 6, 2021 to invite parents and community members to provide feedback to the Safe Return Plan. All stakeholders within the district were involved in the planning process and had the opportunity to submit requests to support the various student groups represented in our schools.

**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 is preparing community meetings for the week of December 6, 2021 to invite parents and community members to provide feedback to the Safe Return Plan. All stakeholders within the district were involved in the planning process and had the opportunity to submit requests to support the various student groups represented in our schools.