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Applicant: 31 0900
CLIFTON -
Passaic
American
Rescue Plan

American Rescue Plan Consolidated

Application Sections

Application:- ESSER - **Project**
Cycle: 00- 3/13/2020 -
Original 9/30/2024
Application

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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 central component of the district reopening plan has been to keep students healthy and safe in schools that can remain open. This funding rounds out the district complete replacement of windows and provision of air filters to provide appropriate ventilation to mitigate Covid spread. Increased ventilation, additional staff for smaller grouping for spacing and increasing spacing on buses are all being used in conjunction with additional health checks, additional nursing staff to monitor student health and expansion of mental health interventions to keep the whole child safe, healthy and ready to learn.

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 leveraging existing programs to provide a multi pronged and multi tiered approach to learning loss. Based on Start Strong and local district assessments data, interventions are being targeted to students based on assessment results, teacher and counselor recommendations and sub group demographic data. Funding sources are coordinated between local funds, ESEA, IDEA, ESSER1, ESSER 2 and these ARP ESSER funds. In-school , school day interventions include smaller classes, additional inclusion teachers and a focus on small group instruction for learning acceleration. Additional staff training includes job embedded coaching and a focus on multi sensory reading interventions, hand on constructivist math interventions and the infusion of STEM across curricular areas. Extended day programs being integrated include before and after school small group tutoring, individual tutoring and access to online tutoring services.

Summer Academies targeting specific skill areas or acceleration through STEM based interest areas began in 2021 and will continue through 2024. These extended year options can be either summer long, or brief 2 week intensive interventions. Students are assigned to appropriate intervention by leveraging the district MTSS PBIS as well as through the I and RS process and staff recommendation.

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 facilities portion of the ARP ESSER funds will be spent on improving ventilation in those schools not yet fully addressed in local funds or ESSER 1 and ESSER 2. These funds are being coordinated to ensure that all district classrooms have functioning windows for ventilation, air scrubbers to support the required ventilation and air quality specifications.

The academic interventions targeting learning loss addressed through the coordination of Local, ESSER 1, ESSER 2 and ARP ESSER funds include increases in intervention teaching staff, increases in available counseling staff, extended day in-person programs provided by district staff as well as contracting with outside providers for easy on demand at home access to tutoring support. Mental Health supports including additional counselors and counseling through contracted providers to provide Tier 2 and Tier 3 interventions. Additional nursing staff to support contact training and ensuring that health protocols are followed and applied. Additional buses to release overcrowded bus routes and allow for appropriate social distancing on busses to mitigate spread of covid.

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)

.By leveraging the district MTSS Positive Behavioral Supports in Schools (PBSIS) the district is coordinating services based upon universal interventions, Tier 2 small group interventions and Tier 3 intensive or individual interventions. Inclass incursion support, small group learning, differentiated and individualized instruction are coordinated at each school through the Basic Skills Department. Flexible grouping is used to meet students at their level of performance. Mental Health and Social Emotional Learning programs are also divided up by universal approaches and Tier 2 and 3 interventions. The additional support of intervention coaches and teachers, added counselors and counseling service companies provide wrap-around services to help our students regain lost ground and to accelerate their learning. Students are assigned individualized levels of support based on their individual needs as determined by both performance and sub-group. See item 5 below for representation of sub groups in consultation and plan development

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 Clifton Public School District reconvened the Phase 1 stakeholder team from the district "2020-2021 Restart and Reopening Plan" for input from staff across departments and grade spans, administration, ELL, Special Education, and mental health representatives, union representatives, Health Department officials, community members and parents. 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 were addressed. Results from district surveys, facilities studies, local assessment data and anecdotal evidence were considered in the creation of the plan. Twice yearly meetings are scheduled for the duration of the grant period to evaluate results and ensure that programs are serving the identified groups. Opportunities for public comment will be opened during each re-evaluation period. A public input anonymous form is posted on the website to allow for continuous comment as needed.