

Applicant: 31 4010 PATERSON CITY - Passaic

Application Sections

American Rescue Plan Consolidated ▼

Application: American Rescue Plan - ESSER -
Cycle: 00-
Original Application

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

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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

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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; (801 of 2000 maximum characters used)

PPS is implementing a number of programs to ensure social distancing and virus reduction risk , such as 1) numerous online instructional programs (Achieve 3000, Aleks, BrainPOP, I-station), 2) providing 1 to 1 devices to all student, 3) multiple HVAC and window projects to improve air quality in our classrooms, 4) hiring additional teachers to reduce class sizes for social distancing, 5) Installing thermal scanners for temperature checks at the entrances of schools, 6) purchasing various PPE to reduce virus transmission risks (hand sanitizers, masks, gowns, gloves) 7) provide supplemental transportation for sub group populations to ensure social distancing and CDC guideline on buses, and 8) hiring nurses for the high school athletics' program to ensure our HS are maintaining CDC protocols.

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; (654 of 2000 maximum characters used)

To address learning loss, PPS is implementing various online programs for students to use as interventions such as Mystery Science, Imagine Math, Edgenuity, A-Z Reading, etc. Also to ensure students have access' to these various online interventions' PPS is providing 1 to 1 devices to all students and funding internet providers to ensure connectivity. To augment these various interventions, PPS is also acquiring a contracted service to provide reading specialist. Lastly, to improve the quality of in person instruction, PPS is purchasing Promethean boards for all classrooms to close the digital divide gap and to enhance the classroom experience.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and (1148 of 2000 maximum characters used)

PPS is hiring a number of instructional staff to address unique student needs such as 1) Special Ed teachers to address over crowded classrooms and student IEPs, 2) Social and Emotional teams address the challenges students have with socialization and Covid-19 responses, 3) resources to support full service community schools to help provide medical and social services to the community with a focus on homelessness and neglected students, 4) Staff professional development for SEL training, 5) Online professional development for response to intervention, 6) update classrooms with maker space supplies and strategies, 7) tutoring programs for high schools students to address learning loss, 8) afterschool social and emotional programs to increase students socialization and improve behavior management, 9) schools supplies to support students from fiscally challenged homes, 10) resources to support our homeless and neglected children which include hygiene supplies and, dental, mental and medical services, and 11) ESSER Grant compliance officer to ensure the district is in full compliance with the rules and provisions of the ESSER Grants.

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. (1498 of 2000 maximum characters used)

PPS is implementing various programs to address the social emotional and mental health needs of subgroup populations. These programs consist of: district wide SEL teams as a means of crisis intervention, district wide professional development to assist teachers in identifying students in crisis, district wide vision exams, community medical services provided through our full services community schools, medical drug screening to identify students' vapor and drug abuse, and training for teachers in the field of social justice. PPS engaged in numerous community forums. The invitees consisted of parents, teachers, union leaders, church leaders, district administrations, Special Education representatives, McKinney Vento Staff, Bilingual community members, and students. The district had two community outreach meetings for the purpose of informing the community about the grant, explaining the allowable cost, and soliciting their feedback for the input of the grant. Each meeting had over 250 participants. The district also had a community feedback meeting to inform the community of that items they requested, that was included the budget when the budget was completed. The district also had numerous board presentations to inform the PPS Board of Education and community information regarding items in the ESSER Grant budget. During the BOE meetings PPS allowed for open public comments for all members of the community to express their concerns or comments about the ESSER Grant budget.

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. (967 of 2000 maximum characters used)

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