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Applicant: 31 2100
HAWTHORNE
- Passaic

Application Sections

American Rescue Plan Consolidated

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

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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)

Our safe return to in-person instruction plan directly incorporates CDC recommended mitigation stratifies for the safe re-opening and operation of our schools. This includes proper use of and availability of masks for students and staff, engaging in education around hygiene practices such as handwashing and staying home when feeling ill, continuing to practice social distancing, cleaning frequently used surfaces. Additionally, the district will hire permanent substitute teachers assigned to our buildings to ensure continued learning when staff are absent. Funds will also be utilized to Service specific school-level HVAC systems in an effort to improve the indoor air quality as well as determine where replacements may be necessary. Funds will also be utilized to hire non-instructional aides to support students in lunch, arrival, dismissal and other operational tasks.

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)

Provide traditional remedial summer school opportunities during the summers of 2022-2024. Offer an expanded summer learning program in the Summer of 2022. The district will also implement two programs beyond the school day, a Tier 3 intervention class for K-8 students and a Teacher on Call program, both to address the academic impact of lost instructional time. Provide extensive professional development to teachers in the areas of Assessment and Grading, Differentiation, and Student Engagement

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 district will also continue and expand the classroom support intervention teachers (BSI) at the elementary level as needed, an intervention that was implemented with ESSER II funds. The district will renew the multisensory reading instructors for a second year to target the phonological gaps identified in the data. The district will utilize the middle school academic coordinator for an additional year to support teachers and students. Professional development, additional staffing for mental health, and additional programming will also continue to be a focus for the remaining ARP ESSER funds. The district will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines.

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)

The district recognizes that the pandemic has disproportionately impacted our scholars from traditionally underserved communities leading to significant learning loss and increasing the need for social emotional supports. Our emphasis on utilizing small-group differentiated instruction for every student in the classroom allows us to identify at risk students most significantly impacted by the pandemic and target data driven interventions to support their academic success. Additionally the Hawthorne Public Schools plan to utilize ARP ESSER III funds to Prepare, Prevent, and/or Respond to the Covid 19 impact on our district. The committee recommends the following to address learning loss in student subgroups: Additional counseling services as well as rich and diverse curriculum to help identify and address the needs of each specific subgroup. The counseling services will be able to individually and in a group setting address specific needs that pertain to students who are facing unique circumstances because of the diversity of students. IEP, EL, Economically disadvantaged, and others will all have unique circumstances that will need to be addressed. School administrators, teaching and support staff continue to meet and review student data and stakeholder input. Root causes of student barriers were identified and Needs Assessment was developed. The needs assessment addresses instructional/operational implementations due to the pandemic. Hawthorne public schools provided meaning engagement opportunities for stakeholder input through formal/informal conversations and public board of education meetings. A link on the school website provides stakeholders a continued opportunity to comment on the ARP ESSER plan.

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)

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