

Applicant: 80 6230 Classical Academy Charter School of Clifton - Passaic

Application Sections

American Rescue Plan Consolidated



Application Cycle: American Rescue Plan - ESSER - 00- Original Application
Project Period: 3/13/2020 - 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)

Funds will be used to mitigate any issues regarding air quality and to ensure safety of our students, staff, and community when entering or leaving our building. By providing the proper PPE supplies as well as continuous cleaning of all areas of the building, we can ensure that our school remains a safe in person learning environment for low income, migrant, swd, and economically disadvantaged students as well as our whole student body and staff.

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 LEA will use the reserved funds plus additional funds for after school programs such as VPA, Music, STEM, Academic and Socialization clubs for both after school during the academic year, as well as for the summer, enabling our students who are in need the most, to have the opportunity to join these programs along with the balance of our student body.

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)

Balance of funds will be used for professional development of the staff and to investigate additional technological innovations that can be useful to our most affected students. In addition, hot spot purchases will also increase for these students to have the opportunities to join from home or continue the program when unable to attend in person.

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)

One of the primary objectives of the Lead Person is a continual dialogue with staff, parents and community members throughout the year. This consultaion is done through a "Chat with the Principal" monthly google meet as well as a Classical Academy Parent University Meeting. During these meetings all stakeholders are invited and can express their opinions, provide feedback, comment, and ensure that their voice is heard. In addiion the Lead Person sends out a monthly newsletter and provides all pertinent information as well as two parent surveys, one student survey and 2 staff surveys for all to respond with.

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)

As stated above, the Lead Person and Board of Trustees makes their availability known to all stakeholders. Along with the School Social Worker, the Lead Person and teachers ensure that the interests of our students most in need are served to the best of our abilities.