

Applicant: 39 2190
HILLSIDE
TOWNSHIP -
Union
American
Rescue Plan
Application: - ESSER - **Project**
Cycle: 00- 3/13/2020 -
Original 9/30/2024
Application

American Rescue Plan Consolidated

Application Sections



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LEA Plan for Use Of Funds

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 funds will be used based on guidance in the latest CDC guidance for schools. The district will use funds to make schools safer and put procedures in place that will limit school and classroom closures due to the pandemic and its long-term effects. We will purchase equipment and products that will help us maintain safe environments for in-person learning. The district will purchase equipment (both instructional and non-instructional) that will allow all classrooms to be retrofitted to the safest best practices under the latest CDC guidelines. We will invest in best practices and guidelines for common areas and other large space areas so that we can operate safely and remain open.

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 be creating enrichment and instructional services that will be delivered virtually and in person by certified staff to close the learning gap created during the pandemic. These programs will be rooted in best practices and supported by data generated and gathered through valid and reliable standards and methods. Our enrichment and intervention programs will run immediately after school, in the early evening, on weekends during the school year, focusing on summer enrichment to help students retain skills needed to be successful in the following school year. The funds will be used to identify and deliver programs to help us gather and interpret data for where our students need assistance and provide professional development to help address those identified areas. The LEA will pay particular attention to keeping the class size of these programs within the best practice researched-based instructional guidelines.

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)

Hillside Public Schools recognizes the need for students to have instructional tools, text, and resources that promote rigor and reflective thinking. HPS is committed to using the remaining ESSER funds to increase students access to literary content that will increase reading outcomes (i.e. Guided Reading materials, leveled text, culturally reflective classroom libraries, and school-to-home literacy activities for parents); professional development activities that focus on effective strategies for using technology while still delivering quality in-person instruction; supporting students social-emotional

development through engaging students in interdisciplinary projects and events that build self-esteem and resiliency; and we will be upgrading technology devices that will support the access to in-person, hybrid, and virtual instruction.

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)

HPS will engage in bi-annual assessments of the interventions and grant goals, through the use of surveys, formative assessments, focus group meetings with teachers and students, as well as observations and feedback from community based partners. Essential to this work is the need for the staff and parents to have real-time data on the progress of the students. Our data reporting system will have to include specific goals, strengths, and growth areas for the students, however we must ensure that a clear communication plan is enacted so that parents and staff receive timely updates on student progress.

School administrators and supervisors will be required to attend professional development that helps them develop and implement effective strategies on coaching and evaluating highly effective teaching and learning. Administrators will also be essential in framing the HPS report on the summary of success and challenges during the grant period.

The use of qualitative and quantitative data will help the district monitor and adjust strategic goals that aim to improve student mastery of standards, and healthy development in social-emotional areas.

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)

Hillside Public School (HPS) will be collaborating with community based organizations, local health agencies, and social service agencies to ensure that we are able to provide timely services to the students and families. Academic and social services that we offer to our students will be available to all students, and we will consult with our partner agencies to ensure that services are accessible to the students and families in the most efficient manner. HPS will create a working group, that consist of key stakeholders from the community, and collectively we will assess the needs of the families and students that may have challenges in accessing or understanding how to utilize the services. The professional development for HPS staff members will include content and resources that will be developed by the working group.

On a bi-annual basis, the working group will assess the impact of the targeted supports provided to the students and families, and then provide a summary report of the strengths and challenges of the grant period.