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Applicant: 03 2180 HILLSDALE - Bergen
Application: American Rescue Plan -
Cycle: ESSER - 00- Original Application

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

Application Sections

American Rescue Plan Consolidated

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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 Hillsdale Public Schools District has completed the Safe Return Plan, which outlines prevention and mitigation strategies that are to the greatest extent practicable consistent with the most recent CDC guidance on reopening schools and safely operating schools for in-person learning. Please see our Safe Return Plan here: <https://www.hillsdaleschools.com/cms/lib/NJ01000198/Centricity/Domain/611/Plan%20for%20Safe%20Return%20to%20In%20Person%20Instruction%20June%202021.pdf>

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 Hillsdale Public School District will use funds to address the academic impact of lost instructional time through the implementation of our beyond the school day tutoring program. Students who received the rating of "Strong Support Needed" on Start Strong require consistent and repetitive instruction to accelerate their learning. The progress of all students has been negatively impacted due to the massive disruption of learning, the inconsistent in-person instruction over the past two years, and an introduction to virtual platforms. Additionally, the district will allocate funds for a math coach to work with teachers on specific standards identified through internal assessments, MAP, Start Strong, and NJSLA. The consultant will focus on using data to provide small group instruction and target specific skills. This will also help bridge the gap due to the COVID-19 pandemic and over a year of disrupted learning.

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 Hillsdale Public Schools will spend the ARP funds on the social emotional health of our students. The district will hire a full-time school psychologist to continue providing school-based counseling to students, especially those that are requiring more intensive interventions. This allows students to engage in a therapeutic program where their specific needs will be better met in their home district. The goal is that the students needs will be met on-campus and prevent the need for a more restrictive environment. There has been a significant rise in the number of students experiencing symptoms of anxiety since the COVID-19 pandemic. The school psychologist will work with students and provide additional counseling.

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 Hillsdale Public School District will ensure that we implement interventions to address the academic impact of lost instruction through the use of educational coaches, extended school year, and beyond the school day learning. The extended school year will address the disproportionate impact of COVID-19 on our special education students. The district will also use these funds to respond to the social emotional and mental health needs of all students through the use of an additional full time school psychologist. Lastly, we will continue to offer small group learning acceleration sessions to students before and/or after school to accelerate learning. These students have been identified through Start Strong data and later NJSLA data. The LEA has and will continue to collaborate with all stakeholders to ensure that all voices are heard prior to the development of the 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)

The LEA has engaged in meaningful consultation with the district's Child Study Team to ensure that the additional funds will be used to address the disproportionate impact of COVID-19 on our special education learners. The funds have been allocated appropriately to address the academic and emotional impact of COVID-19 on these learners. The LEA has engaged in meaningful consultation with the district's English Language Learner Supervisor to ensure that the additional funds will be used to address the disproportionate impact of COVID-19 on our English learners. The funds have been allocated appropriately to address the academic and emotional impact of COVID-19 on these learners.