

CLIFFSIDE PARK SCHOOL DISTRICT

ARP ESSER USE OF FUNDS PLAN

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.

Funds will be utilized for prevention and mitigation strategies in line with CDC guidance in several ways: The Board of Education will purchase Personal Protective Equipment (PPE) for students, teachers, and other staff to protect themselves and others against possible spread of COVID-19. Furthermore, the Board will purchase air conditioning units for increased ventilation in the high school. Moreover, the Board will increase the amount of outdoor seating for all schools, providing options for staff members to conduct certain instructional lessons outside when the weather permits. In addition, the Board will have the aging roofs at the High School and School #6 replaced to improve ventilation and safety.

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.

The Board of Education plans to utilize funds to address the academic impact of lost instructional time in several ways. First, the Board has recognized the significant impact the pandemic has had on mental health for students and staff and has set aside funds to hire consultants for staff professional development in this area. Staff will learn how to recognize signs of mental distress within students (i.e., depression, anxiety, and more) and how to best approach these various situations. Given the impact mental health has on performance and overall wellbeing, the Board finds it important to train teachers in this area. Furthermore, the Board has set aside funds to conduct summer schooling for 2023 and 2024 as well as in-school counseling. The Board also has put funds toward the Bergen County High School Mentoring Program, which provides one-on-one mentoring to older students. For teachers and staff, the Board will set aside funding for additional professional development trainings to help them understand how to best fill in learning gaps from the previous year.

3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

The Board will utilize funds in additional ways consistent with section 2001(e)(2) of the ARP Act. To further address learning loss, the Board will set aside funds for academic counseling for students. These counselors will aid students navigating their academic programming as they return to in-person schooling and help ensure they stay on track academically. Moreover, the Board will pay summer school staff for teaching classes in between school years to help students catch up. The Board also will provide funds for the Bergen County High School Mentoring Program, a county-wide program that helps provide one-on-one mentoring to students' long term. This program helps to connect schools and students throughout the county. Furthermore, the Board will set aside funds to purchase educational technology and software. The software will specifically be geared toward addressing previous learning losses, including for students with special needs. In addition, the Board will hire a technology expert who will offer professional development to staff in this area.

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 COVID19 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.

The Board plans to address the academic impact of lost instructional time through a multi-faceted approach. To this end, the Board plans to address not only the traditional academic fundamentals of schooling but also the social and general wellbeing of its students. The Board plans to take safety precautions based on the most current CDC guidelines to protect the physical health of students and staff from COVID-19. To aid students' mental health, the Board will be providing professional development to staff on how to decrease chronic absenteeism and address students' mental health concerns. Students will also have access to school counselors as additional support. Furthermore, given students with special needs have been disproportionately impacted by learning losses from the COVID-19 pandemic, the Board plans to devote funds to expanding resources for this student population. In addition, the Board will dedicate funds for providing transportation for a student currently experiencing homelessness. The Board has engaged in meaningful consultation with stakeholders, including teachers, staff, parents, and students, and has given the public opportunities to provide input during school board meetings. The Board has contacted the Teachers Union and requested recommendations, worked with other school districts and other administrators, and spoke with attendees and families at PTA meetings. In addition, the Board plans to continue providing opportunities for public input during future school board meetings.

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.

The Board has consulted with special education providers and teachers for recommendations on the interests of children with disabilities within the district. In addition, the Board has worked with stakeholders involved in the case of a student currently experiencing homelessness within the district; this consultation has aided the Board in identifying the best way to address the current situation by providing transportation for the student. Cliffside Park's Board of Education has and will continue to engage in meaningful consultation with stakeholders present in or served within Cliffside Park Borough and Bergen County. The Board has always sought to meet the specific needs of each community group and has made mindful efforts to do so within this application process.