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Applicant: 03 4390
 RIDGEWOOD
 VILLAGE -
 Bergen
 American
Application: Rescue Plan - **Project**
Cycle: ESSER - 00- 3/13/2020 **Period:**
 Original -
 Application 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)

Funds will be used to enhance the air quality and safety in spaces where masking or social distancing is not always possible, or where air quality has historically been compromised, as in the high school woodshop. This allows the district to safely operate full day instruction with a lunch period. Permanent substitute teachers in each school will provide continuity of instruction to continue in-person instruction during teacher absences caused by covid protocols. Permanent subs will also provide remote instruction for students who cannot attend in-person classes while in quarantine.

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)

Under ARP ESSER, 20% of the total allocation will be used to supplement Summer Learning and Beyond the School Day activities that will address the academic impact of lost instructional time. In depth descriptions of these programs can be found under the use of funds for the two set-aside grants. Additional ARP ESSER funds will be used to purchase instructional materials to support the extended day program.

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)

All ARP ESSER funds are being directed toward mitigation strategies and student learning as described in responses 1 and

2 above.

Set-Aside grant funds will be used for allowable uses outlined in each separate state level grant.

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)

Consistent criteria will be developed to identify students for extended day services and summer learning opportunities. A review of data using new assessment tools and supported by professional development will target instructional enhancements for students disproportionately impacted by Covid-19.

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 engaged in meaningful consultation with a broad range of stakeholders, including the Director of Special Programs, who oversees services for children with special needs, ELLs, and children experiencing homelessness. The LEA conducted two public presentations for all members of the community (11/1 and 11/15) to share the district's plans, followed by the e-notice distribution of a Google Forms survey that invited public comment, and a Ridgewood Public Schools E-News newsletter. The presentation slides, the video recording of the presentation, and the link to the survey were all posted on the district website. The LEA also discussed the plan with the district's Administrative Leadership Team, Ridgewood Education Foundation and the Federated Home and School Association. The district survey generated 95 community responses.