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**Applicant:** 03 4380  
 RIDGEFIELD  
 PARK -  
 Bergen  
 American  
 Rescue Plan  
**Application:** - ESSER -  
**Cycle:** 00-  
 Original  
 Application

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

American Rescue Plan Consolidated Application Sections  
▼

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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)

We intend to appropriate a majority of this grant (nearly \$3,000,0000) for new air ventilation systems for our High School and one of our elementary school, to replace the existing 50 year old ventilation systems which are primarily broken (as far as circulating air) in providing either heat or air-conditioning, and are not COVID/filtration compliant. We bundled all of the HVAC construction costs into the 400-732 line.

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)

We will be using ARP funds for:  
 - After school mentoring, enrichment, recovery, and supplemental Title I (type), and Title IV (type) activities to support students.  
 - After school SEL enrichment activities and clubs.  
 - In-Person, hands-on, inquiry based Science activities.  
 - Our own summer academy to support students with intense, in-person, mentored credit recovery sessions.

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)

In a district of approximately 60% Hispanic population, and a large ESL, native Spanish speaking population, qualitative data would suggest that not all of our Gen. Ed. teachers have the professional development, resources, or practices necessary to effectively provide our ELL students with best educational practices. While PD surveys suggest that teachers would like more strategies in teaching ELLs, while ELL and bilingual families want more community recourses to participate. Consequently, a large portion of these funds will go towards targeting ELL support with solutions such as a consultant for Sheltered English and Bilingual PD, Adult ESL classes, Subs and stipends for general education teachers to attend ELL sessions to collaborate and revise curriculum for ELL inclusion, and consultant translation and bilingual resources.

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)

Numerous qualitative data points, culled from our as our three district strategic planning committees, Goal 1: Statement: All Students Known, Included, Cared For, and Evolving in Their Self-Awareness, Identity, and Agency, including Social Justice and ELL support Goal 2: Statement: Early Childhood Learning, Brain Development, and Readiness for Success and Goal 3: Statement: Expand multiple pathways for all students to prepare for college and career options; All provided input from multiple meetings to provide meaningful input. Additionally each of these committees created surveys to gather data to specifically inform the use of ARP funds. These surveys have been reviewed and stakeholder input from them has been considered and included in this submission. As far as checking on status of how these interventions are improving student outcomes, we have weekly Admin. Cabinet meetings at which time reviewing student data is a priority focus. For example, our last meeting focused on the students who participated in Credit Recovery summer programs, but who did not successfully receive credit recovery. Having now reviewed records of these individual students, as well as comparing their progress with Start Strong and other formative classroom assessments, we are now targeting these individual students for one-to-one intensive mentoring and enrichment activities.

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)

We currently have 4 district committees that meet routinely to create, plan, and review the status of our 3 District Goals. These goals grew out of priorities identified by all members of the Board of Education, along with community, and stakeholder (district-wide staff) input. They include (to address SEL in service to Social Justice) Goal 1: Statement: All Students Known, Included, Cared For, and Evolving in Their Self-Awareness, Identity, and Agency. To build actions towards building Universal Pre-K in our district Goal 2: Statement: Early Childhood Learning, Brain Development, and Readiness for Success. And to build capacity and greater opportunities for our students to achieve success in College and Career Paths, Goal 3: Statement: College and Career Readiness/ Goal: Expand multiple pathways for all students to prepare for college and career options.

These 3 committees (which include sub-committees for Social Justice and our ELL population) provided a great deal of input into how these funds might best be used to support our district moving forward in building back normal routines into our learning community, as well as increasing capacity and building new pathways for our students to maximize their potential and achieve success.