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Applicant: 03 4370
RIDGEFIELD

- Bergen

American

Rescue Plan -

Application: ESSER - 00-
Cycle: 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)

Ridgefield Schools continue to follow the most current CDC guidelines for in-person learning in schools. ARP ESSER funding will allow us to continue mitigating the effects of COVID-19 through facility and technology upgrades, PPE, and outdoor space upgrades. A new master schedule was implemented to limit student to staff whole group interactions and promote social distancing.

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)

Ridgefield will again facilitate a performing arts camp for students that allows for self-expression, while incorporating the arts. All in-person activities of this kind were canceled because of COVID-19 during the end of 2019-2020 and during 2020-2021. An interdisciplinary approach in performing arts and ELA will be used to create performances throughout the summer. Student subgroups including special

education, ELL, low income, struggling students, grade levels 1 thru 12, all genders and ethnic backgrounds are included in the program. Ridgefield will expand its mentoring program throughout the summer and will fund various field trips throughout the school year and summer. The program under ARP ESSER will target student grade levels most impacted by the COVID-19 pandemic which are grades five through eleven. All students identified as needing social/emotional support including ELL, special education, low income, immigrant, low performing and homeless students in these grade levels. Each identified student will be assigned a district staff mentor to assist with support and resources in & outside of school. Mentors will collaborate with teachers and parents to ascertain student needs to be successful in school and will encourage students and families to become knowledgeable and engaged in the educational process. 100% of mentors will participate in the social emotional trainings given by Bergen County Therapy. A mentor director will provide professional development and help guide mentor teachers. Since the beginning of the COVID-19 pandemic, many parents have expressed concerns to the schools about what their children experienced during the school closures. Family input was used to evaluate a very successful mentoring program that took place during the end of the 20-21 school year and will be extended to more student groups in 21-22. Other data sources that will be used for ongoing evaluation are teacher observations, I&RS referrals, code of conduct records, attendance, counseling referrals and grades. All field trips were canceled during the COVID -19 pandemic and have been limited this school year. Students have missed out on many opportunities to expand their experiences in nature, science, performance, socialization, and more.

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)

Ridgefield will be using funds to maintain newly installed air purifiers as well as continue to install bottle filling water fountains districtwide. Ridgefield will also be installing additional windows in Ridgefield Memorial High School for better air circulation. Ridgefield will also be investing in our current HVAC system to maintain air quality.

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)

Ridgefield Schools will measure the effectiveness of the interventions it funds with ARP ESSER through surveys, participation and attendance data, COVID-19 data, I&RS referral data, parent surveys, school counseling referrals, student assessment

scores and student wellness assessments. The district is currently doing parent outreach for referrals of their children for mental/emotional needs, all families, in all schools and all grade levels, will have the opportunity to schedule parent/teacher conferences with each of their teachers in November and as needed. Meaningful consultation is taking place with all stakeholders including school staff, the REA teachers union, administration, the Board of Education, and with students and families.

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 special education supervisors, ELL coordinator, affirmative action coordinator and homeless liaison who also serves as the district educational stability and child abuse liaison, participate in the development, implementation, and evaluation of ARP ESSER funding and programs.