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Applicant: 03 5830
 WOOD-
 RIDGE -
 Bergen
 American
 Rescue Plan

Application: - ESSER -
Cycle: 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

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)

In order to continue 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, the district has allocated funds to address a variety of needs. Classroom furniture will be purchased to replace small group tables in early elementary classrooms to allow for greater physical distancing. In addition, the furniture will be used to outfit additional classrooms spaces to reduce class sizes and increase physical distancing. In order to address the need to provide greater physical distancing in common areas, such as lunch rooms/cafeterias, additional lunch aides will be hired that will allow for appropriate supervision of groups of students consuming lunch in other identified areas of the school building. The primary areas of focus, during lunch, is in our Pre K - 3rd school where 400 students customarily eat lunch in two periods of time, and in the High School where almost 600 students consume lunch in two periods of time. Funds will also be allocated to provide additional training for instructional para-professionals, lunch aides, and buildings & grounds personnel in Best Practices in prevention and mitigation strategies as it concerns the COVID-19 virus.

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 district plans on using the funds reserved in section 2001 (e) (1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidenced-based interventions in our combination summer learning/summer enrichment comprehensive extended school year program. Our previously offered program, "Summer Transition Program (STP)," will be redesigned in terms of scheduling in time of day, offering more sections to accommodate summer plans, and lowering the ratio of staff to students. Stakeholder information based on past offerings have indicated the conflict presented by the timing of these programs with the summer months and within the actual time of day when up against the town summer camp program. Driven by new sources of data in the current school year, via Linkit, Start Strong, and on-going in-district benchmarking, instruction in literacy/mathematics/STEAM will be delivered in these offerings. Additionally, we will continue to offer the V/PA enrichment offerings that were so well received during the past summer program. Our extended school day programs will be reconfigured from our previous offerings of whole group sessions to smaller groups and individualized as determined by assessment data. Start Strong 2021 data has revealed definitive achievement gaps in Grade 6-8 mathematics as well as in the Algebra I, Geometry, and Algebra II content areas. The

analysis of this data will drive instruction to address the perceived loss while assisting the students in accelerating/advancing in their current coursework. Our plan in, in the HS grade levels, is to move away from the whole group model to more of a small group or individual tutoring model with instruction provided on data driven weaknesses and/or "real time" intervention with current homework and covered content topics. Presently staff are not contracted to offer extended school day as part of their regular contract but it is our plan to offer additional stipends/supplies to staff in order to conduct these types of 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)

The remaining ARP ESSER funds will be allocated to a variety of areas in need of support. Professional development and academic coaching/support is budgeted for content areas inclusive of math, ELA, V/PA, STEAM, I&RS training, Child Study Team/School Counselor training with regard to Mental Health and wellness, and training for educators in the development of appropriate modifications and accommodations in 504/IEP's. Additional financial support to the Mental Health portion of the grant for a continuation of the shared services agreement with Moonachie with an outside provider (Care Plus), ELL support across the content areas, and training for para-professionals in areas of instruction, accommodations/modifications, safety preservation, and de-escalation/safe restraint. Training for related staff and B&G staff in continued best practices for sanitation in health in alignment with CDC guidance. Additional technological devices will be purchased to increase district capacity to reach students in the event of remote instruction and move more students to 1:1 in elementary grades. Funds for part-time technological support will be budgeted in order to expand outreach in trouble shooting and implementation of educational technology as we currently employ only 1 staff member in this department. To further address instructional loss and mental health/behavioral issues, funds will be used to restore a previously eliminated Teacher of Reading position to provide direct intervention to identified students in literacy. A behavioral analyst position will be created and added to the services of the existing CST to meet the growing needs of primarily early elementary students but district wide as needed. Supplies will be purchased in K-6 literacy, V/PA, STEAM, and assessment platforms to further enhance instruction and reach the identified needs and enrichment interests of students. Funds will be allotted to provide for supplies and outreach for any identified homeless.

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)

On going discussion and consultation with all stakeholders has provided painfully honest revelations and suggestions designed to make improvements in the manner by which we meet all of the impacted areas. Teachers, school leaders, and staff have identified the need for training, instructional supplies and hands-on coaching opportunities in ELA, Math, V/PA, and STEAM. Para-Professionals and related support staff have identified needs for coaching in matters of providing academic support, IEP related accommodations/modification, de-escalation, conflict resolution, and safe restraint skills. CST and School Counselors have identified needs for more coaching in Tier 2 and 3 mental health interventions and how to schedule those meetings purposefully. The funding will be used to continue to address the 1:1 initiative of the district that was sparked by earlier ESSER and Digital Divide funding to push the initiative into the Early Elementary grade spans. An additional part time tech support position will be funded to assist in outreach and troubleshooting to add to our one existing position. Consultation with our SPAN has resulted in the addition of the staff positions of Teacher of Reading and Behavioral Analyst in provide meaningful intervention in the Early Elementary span as well as district wide. In addition, supplies for meaningful and timely academic and behavioral assessments are planned in our proposal aligned to the aforementioned positions. The Borough and BOE have entered into a shared services agreement that will involve the renovation of our existing performance auditorium venue in our high school building that will result in a state of the art facility, and our proposal includes supplies for V/PA to enrich those programs. In a district that operates Pre K -12 with a historically small budget, the allocated funds will have an immediate impact on services offered to all those identified in need of support and assistance.

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)

To the greatest extent possible, the district has engaged in meaningful consultation with those entities that might be considered underserved. The district has an ongoing and open dialogue with our SPAN that has resulted in the proposed staffing of a behavioral analyst and the Teacher of Reading via these funds and the restoration of a Reading Specialist position via district general funds. The district has observed a high rate of influx of students transferring in from other districts or countries, and the needs of those students are being addressed in a case by case basis with intervention and appropriate direction being provided to in-district and outside vendor contracted services. Our ELL population, which has historically been comprised of mostly high school aged students from our sending district of Moonachie, is now seeing growth in the early elementary levels in alignment with the overall high rate of population growth in those grade spans as well. Our outreach has now grown wider in reaching needs at the very early elementary levels in addition to the HS level and addressing a more diverse language pool as compared to the past mostly Hispanic population.