

Applicant: 31 5690 Woodland Park -
Passaic

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan -
Cycle: ESSER - 00-
Original Application

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

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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)

The Woodland Park School District will utilize funds to continue facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. This will include inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities. Projects will be seek improvements to mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

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 Woodland Park School District is committed to using multiple data points to identify students in academic need. An after school program as well as summer program will be implemented in support of identified needs. Professional development will focus on the continuation of standards compacting and how to address learning acceleration. Intervention planning will address learning loss in relation to lost instructional time due to the pandemic.

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 funds will be used to support the social emotional needs of identified students and staff. This includes but is not limited to the hiring of mental health support professionals and learning opportunities and development in the areas of self care and awareness to address the needs of individuals. Professional development will also focus on the MTSS framework for both academic and social and emotional well being.

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)

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.

The school district is committed to working with the School-Based Climate and Culture teams to ensure that appropriate programming is implemented in order to meet all student academic and social-emotional needs as well as identify those students who were disproportionately impacted by COVID-19. The Climate and Culture teams are composed of the following individuals: teachers, administrators, local union members, parents, and staff. In addition, students will be surveyed in order to gain insight of program implementation and effectiveness. Student performance reports will also be used to assess the success of implemented programs. The Climate and Culture teams will meet periodically throughout the school year in order to consistently and regularly monitor the success of implemented programs as well as work together to identify additional needs and programming.

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 Woodland Park School District works collaboratively with the SNAC Committee which is comprised of parents and community members who represent those students with special needs. The collaboration helps the school district to plan for and provide programming for families and students based on information collected by the organization via surveys and meeting discussions. The school district also has a Homeless liaison who maintains constant communication with those families deemed homeless and ensures their individual needs are met on a regular basis. This communication is ongoing and consistent in order to ensure the health, safety and overall wellness of this subgroup of students. The school district also has a Director who oversees programming for ELL students. This Director meets regularly with the ESL teachers and staff in order to ensure the unique needs of this subgroup are also met for both students and families.