

# WOODBIDGE TOWNSHIP SCHOOL DISTRICT

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## ARP ESSER Use of Funds Plan

*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;*

Funds will be used to update ventilation systems in our schools, which will improve indoor air quality. Funds will also be used to purchase additional PPE.

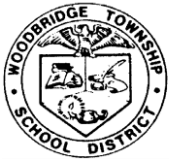
*2. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as summer learning or summer enrichment extended day comprehensive afterschool programs or extended school year;*

Funds will be used to compensate teachers for facilitating teaching and learning in accelerated learning academies that occur beyond the scope of the normal school day and school year.

*3. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act;*

Funds will be used to purchase educational technology that aids in regular, substantive educational interaction between students and educators, including but not limited to low-income students, English language learners, and students with disabilities. Funds will be used to procure professional development services designed to better situate our educators to meet the needs of diverse student populations in terms of improving outcomes relative to both academic and social-emotional development.

*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*



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*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.*

Our plan for evaluating the interventions will include assessing students at the start and conclusion of the programs in order to assess the effectiveness of the program from an academic standpoint. These have a goal of measuring growth relative to the targeted academic standards. Students will also complete Attitude Toward Learning Inventories as a means of gathering data regarding changes in how the students see themselves as learners. Teachers will be surveyed at the beginning, middle, and end of the interventions to determine their perceived influence of the interventions on their students as well as their practice. This is meant to provide a stakeholder assessment of the effectiveness of the plan that includes both teachers and students, along the dimensions of both academic and social-emotional development.

*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.*

We will continue to engage in meaningful consultation through participation in professional working groups centered on meeting the needs of English language learners, special education students, the economically disadvantaged, and other underserved student subgroups.