



# Willingboro Public Schools

*Where Excellence is the Expectation*

## **American Rescue Plan Act of 2021- Elementary and Secondary Schools Emergency Relief Fund (ARP ESSER)**

### **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;

A portion of the funds allocated under the ESSER subgrant of the American Rescue Plan Consolidated Grant will be utilized to ensure that all schools are in compliance with CDC standards relative to sanitization protocols and that HVAC systems in all buildings meet required ventilation standards. The district will maximize the use of funds to perform school facility repairs and improvements to enable safe continuous delivery of in-person instruction in all district schools, mitigate the risk of virus transmission and exposure to environmental health hazards, and to support student health needs. The district will ensure an adequate supply of PPE and building sanitation supplies as well as equipment that will provide early detection of symptoms that may signal the presence of Covid 19 infection.

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 after school programs, or extended school year;

The district will use funds to provide evidence-based interventions such as targeted and comprehensive extended school day, extended school year, summer learning, summer enrichment, and credit recovery programs. These programs will be offered to all students both online and in-person in accordance with CDC safety guidelines to address the identified needs and learning styles of students representing all subgroups and presented through differentiated modalities of instruction.

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

Remaining ARP funds will be used to conduct inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including 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. Educational technology (including hardware, software and connectivity) will be purchased for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. The district will also use funds to provide additional student support services to mitigate gaps in student learning, social, emotional, and mental health concerns that may have been exacerbated by the ongoing effects of the pandemic. Parent support and activities to promote increased parental involvement will also be supported by ARP funding.

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 district will ensure that the interventions it implements 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 through ongoing meaningful consultation with stakeholders and by providing ongoing opportunities public input in the development and re-evaluation of its plan.

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.

The district has provided the opportunity for meaningful consultation with stakeholders representing the interests of all students, staff, and community members in the initial development of all intervention strategies articulated in the plan. The plan met with the representatives of each of the relevant stakeholder groups as follows:

September 16 (Central Administration Stakeholder Meeting)

September 20 (School and District Administrator Stakeholder Meeting)

September 21 (Teacher Union Stakeholder Meeting-including ELL, Special Services, Social Services, Incarcerated, Underserved/Homeless representation as applicable)

September 24 (Student Stakeholder Survey)

September 28 (Parent Stakeholder Meeting)

September 29 (Community Stakeholder Survey)