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Applicant: 05 5890
 WOODLAND
 TOWNSHIP -
 Burlington
 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)

The Woodland Township School District intends to use the funds to implement prevention and mitigation strategies to ensure our buildings are safe for students and staff and to continue in-person learning. Our district was open to in-person instruction for all of the 20-21 school year and continues to be open for in-person learning. We requested input from our stakeholders on the use of these funds through meetings, surveys, and meaningful conversations. We are planning on building a covered outdoor learning space to ensure students and staff have the opportunity to be outside as often as possible.

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 funds will be used to address the impact of lost instructional time through providing an Extended School Year program for identified special education students who have demonstrated significant regression. It will also be used to provide coaching to several classroom teachers to help them to better meet the needs of the majority of the students in their classroom, focusing mainly on the large population of students scoring in the at-risk range on district-wide and standardized assessments. Additional professional services from outside vendors with regard to student learning will also be used in this section.

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 Woodland Township School District will spend the remaining ARP ESSER funds on beyond the school day activities, including: Music, Writing, Chess, PE and Soccer clubs. All of these after school opportunities will support the re-socialization skills that many students have lost or never fully developed. These activities will also focus on building confidence, self-esteem, fine/gross motor skills and pro-social behaviors. The funds will also be spent on increasing support from the BCBA and RBT while also obtaining a School Psychologist Intern student, which will allow the district to continue to offer the Mental Health Multi-tiered System of Support to our students. An outdoor learning space will be constructed and tuition for some of our out-of-district placements will be used with this 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.

([count] of 2000 maximum characters used)

The Woodland Township School District will ensure that the interventions impact academics based on progress monitoring through reading benchmarks, district-wide NWEA MAP assessments, report cards, teacher in-services and teacher observations. Additionally, we will ensure that the SEL/ Mental Health needs are met through counseling services, the Mental Health Multi-tier System of Support, teacher SEL lessons, assemblies, and speakers on SEL/ Mental Health topics. Some programs provided will be districtwide; however, we will use SEL and academic and emotional screeners to determine that our students will receive support where needed. Through our platforms and I &RS tracking we will ensure that students do not slip through the cracks and get services that they need. There will be clear communication through parent teacher communication, I &RS meetings, and district/ parent communication regarding screening data and updates.

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)

On-going consultation takes place through monthly I&RS meetings, School Safety Climate meetings, Trauma Sensitive school meetings and the School Climate Committee.