

Close Printer Friendly

**Applicant:** 25 5185  
 TINTON  
 FALLS -  
 Monmouth  
 American  
 Rescue Plan **Project**

**Application:** - ESSER - **Period:**  
**Cycle:** 00- 3/13/2020 -  
 Original 9/30/2024  
 Application

Application Sections

American Rescue Plan Consolidated

Printer-Friendly

### 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)

Due to learning loss because of the COVID-19 pandemic, the funds in this grant will be used to implement continuous in-person learning while utilizing prevention and mitigation strategies by following the CDC Health Department guidelines. Through the use of funds, students and staff will be able to maintain safe social distancing requirements for differentiated in-person instruction while addressing academic, social, emotional and mental health needs. In addition, funds will be utilized for the continued upgrading of the new HVAC system to effectively filter pathogens and to prevent potential illness in the classrooms. Funds will also be used to expand our outdoor learning/eating spaces and to replenish our supply of student/staff face coverings.

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)

Funding will be allocated for academic instruction to address learning loss due to the COVID-19 pandemic. Funds will be allocated to educational Staff and instructional supplies for a summer academy as well as after-school enrichment programs. This LEA will continue to implement summer school programs similar to past years but will expand targeted grade levels and underserved populations. In addition, we will utilize data obtained from Start Strong assessments, benchmarks, progress monitoring results, adaptive i-Ready digital literacy and math diagnostic assessments, as well as the i-Ready personalized learning lessons which address identified learning gaps. Other evidence-based interventions will also be considered for students who continue to struggle due to pandemic related set-backs.

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 in the grant will be allocated to special services costs, including additional therapy and summer hours devoted to special needs students. In addition, funds will be devoted to offsetting additional child study costs, which has increased dramatically during the time of COVID-19 due to mental health issues and an increased number of offered services to both students and staff. More specified purchases in mental health programs/speakers and social/emotional programs will assist the district in providing much needed support to the staff and students in the district.

Summer enrichment classes in Art, English/Language Arts, STEM and other enrichment opportunities, after school tutoring sessions, Chromebook replacements and upgrades, Social/Emotional learning, and Math assessment which includes intervention and coaching personal, as well as web-based programs. These are just some programs that will fiscally benefit from the funds in these ARP grants.

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)

Federal and state funds will be coordinated for families and students who have been especially impacted by the epidemic. An "ESSER III Funding Stakeholder Input Survey" was shared with community members including staff and parents in order to gather feedback about perceived needs and how to utilize the funds. The required 20% set aside of ARP ESSER funds will be dedicated to programs that will target identified students and families, including special education, ELLs, and economically disadvantaged. Specific student needs will be determined through diagnostic and observational methods. Interventions will be determined to meet academic-social-emotional-mental health needs. Interventions will include small group and individual instruction, as well as after-school/during-school programs and coordination of mental health services. Future surveys and assessments of academic progress will determine if interventions are effective over the course of the grant life cycle and determine if select students are floundering in specific areas. Differentiated targeted support will be based on survey and assessment results. In addition, stakeholder surveys will address grant related programs and determine their effectiveness over the course of the grant cycle. The number of students who need interventions and a positive response to an SEL survey over time will indicate if students are progressing in their social, emotional, and mental health needs.

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 LEA certifies that it has engaged in meaningful consultation with stakeholders and has given the public an opportunity to provide input in the development of its plan, including but not limited to community surveys, as well as information regarding school operations, management, and COVID-19 reopening plan, which are available on our website. Specifically, this LEA has engaged 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. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: all stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, and other underserved students.