

Applicant: 25 3040 MATAWAN-ABERDEEN REGIONAL
- Monmouth

Application Sections

American Rescue Plan Consolidated

Application: American Rescue Plan - ESSER - 00-
Cycle: 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 district will utilize ARP grant funds to upgrade HVAC in the HS and Cambridge Park Preschool to foster cleaner air flow in order to continuously and safely open and operate schools for in-person learning. In addition, the district will purchase a new student information system due to ongoing technical and data security issues that prevent the use of the current program as needed to ensure teachers have access to complete and submit lesson plans, grade books, track student attendance, complete staff member evaluations, enter and track student data, log professional development and push out emergency alerts and information to the school community, including information related to the COVID-19 Pandemic. In addition, the district will purchase a new student transportation system to ensure students are able to attend school, in-person without interruption, to ensure bus routes can be quickly and effectively created to ensure in-person instruction and transport for students identified for supplemental programming which requires transportation.

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 district will implement a comprehensive summer program in summer 2022 and summer 2023; as well as before/after school programs that will target specific subgroups including low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, as well as students academically at-risk and students in need of targeted mental health and social-emotional needs. Funds will also be used to purchase supplies and materials to support the summer programs and before/after school tutorial programs in 2022 and 2023; salaries to plan and deliver parent workshops focused on student learning, supplies, refreshments and materials for parent workshops and summer programs, Funds for bus transportation,

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 district will implement district HVAC upgrades in two of our schools, purchase new transportation software to ensure students have access to before/after school programs and summer programs; and the district will also upgrade to a new Student Information System that will promote greater home-school communication and connections. In addition, the district plans to hire a Technology Technician to support students and staff with effectively utilizing technology, addressing technology and wifi needs, and ensuring the district infrastructure is maintained to support the ongoing use of technology. The district will hire a Tier 2 Clinician to support mental health and SEL; Allocate funds for professional development to support staff in effectively using the new Student Information System and the varied modules to support instruction, lesson planning, grading, attendance, data management, and progress monitoring.

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 district will 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 our teacher unions through a comprehensive ARP grant survey to all community members to determine priority needs and specific student subgroups. The district also has engaged the community in discussions through bi-monthly Board of Education Meetings that are also recorded via Zoom and include opportunities for public comment and feedback. In addition, the district engaged in the Strategic Planning Process to further elicit community input.

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 district engaged in meaningful consultation with district stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, and other underserved students through a comprehensive ARP grant community survey, bi-monthly Board of Education Meetings which are recorded via zoom and include public comment, and through the engagement of the community in the strategic planning process.