

**Applicant:** 25 3500  
 NEPTUNE  
 CITY -  
 Monmouth  
 American  
 Rescue Plan

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

American Rescue Plan Consolidated

Application Sections



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)

The school district has diligently worked to maintain its HVAC system through routine maintenance and repairs, as well as full building and targeted air quality studies. However, HVAC rooftop units and univentelators are approaching life expectancy, requiring continuous repairs, and steadily increasing in volume becoming a distraction for teaching and learning in the classrooms. In addition, there are rooms in the school district not meeting requirements in reference to fresh air exchange. For example, current air quality has produced excessive humidity and some molding in numerous classrooms affecting both students and teacher. Quality, fresh air exchange is absolutely critical in maintaining the school district's health and safety protocols in the pandemic for students, staff members, and select visitors in the school district.

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)

While keeping the school district open five days a week since September 2020, the modified daily schedule during the first year of the pandemic resulted in loss of instructional time and loss of student learning. Similar to identified special needs students needing continued instruction in the summer, in conjunction with the special education extended year (ESY) program, all students now need continued instruction through summer academies in ELA and mathematics for remediation to close the learning gaps and for enrichment which was limited at best on the modified daily schedule. Current planning for summer enrichment academies also includes gifted and talented as well as fine arts.

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)

Due to the scope and estimated cost of the project, the school district does not anticipate there will be ARP funds remaining upon completion of the HVAC project.

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)

1. While keeping the school district open five days a week since September 2020, the modified daily schedule during the first year of the pandemic resulted in loss of instructional time and loss of student learning. Professional development is needed to properly prepare teachers for addressing and remediating ELA and mathematics pandemic deficiencies. The school district is currently planning with Ms. Deanne Opatosky of OBD Consulting. Ms. Opatosky will start her work by joining the school district's data analysis committee to review the committee's analyses, formulate recommendations, and then transition into both an ELA instructional coach and mathematics instructional coach to provide professional development for the teachers to operationalize the recommendations.

2. While keeping the school district open five days a week since September 2020, the modified daily schedule during the first year of the pandemic resulted in loss of instructional time and loss of student learning. The expanse of student academic deficiencies for the start of the 2021-2022 school year has been overwhelming. After school academies in ELA and mathematics for remediation to close the learning gaps and for enrichment which was limited at best on the modified daily schedule are needed to provide additional instructional time.

3. The pandemic has placed tremendous mental stress on students and staff as evidenced by the qualitative and quantitative data sources identified below in c. This mental stress is observable, it must not be ignored, but rather it needs to be proactively approached. The school district is planning a two fold approach to proactively address mental stress. First, keynote presenters will be brought in for specific mental stress topics of need. Second the school district is currently formalizing a partnership plan with KYDS (Konscious Youth Development & Service). The partnership plan will include student programs, staff programs, and parent programs.

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 school district is proud of its diversity approximately one third white, one third black, one third Hispanic, English as a Second Language (ESL) students, homeless students, and families that face significant challenges. Each and everyone of these stakeholders is equally important to the school district described by the Board of Education President as the "Neptune City School District Family." Therefore, every stakeholder has been provided with multiple and ongoing opportunity to provide input on the use of these important grant funds.