

Applicant: 27 4560
 ROXBURY
 TOWNSHIP -
 Morris
 American
 Rescue Plan

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

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 funds will be utilized to ensure the best possible learning environment for students and staff. This will include a variety of training and supports to be implemented concerning social issues, behavioral training, and mental health supports. Additionally, the district will upgrade the learning environment itself by focusing on the HVAC system since air quality has been a focus of public interest.

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 utilized to support student enrichment during the summer through a LMD/DT Academy. Additionally, in-class supports for mental and behavioral health will all seek to support students in their academic pursuits.

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 will be spent on supplies to support all of the identified initiatives.

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 design of the aspect of this grant spending have been developed in consultation with various stakeholders and after sharing ideas at the November 15 BOE meeting. All members of the learning community have the opportunity to share ideas and ask questions about this grant application through the public session of the BOE meeting as well as subsequent meetings. This application has been prepared to address concerns voiced by members of the learning community as we have returned to a more typical learning environment.

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)

All community members are invited to share comments and/or concerns at all Board of Education meetings as well as electronically. This enables all members of the school community equitable access to the feedback loop with the Board and Superintendent.