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Applicant: 27 0450 BOONTON TOWN -
Morris

Application: American Rescue Plan -
Cycle: ESSER - 00-
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 district has and will continue to follow all CDC and NJDOH guidelines for mitigation strategies. These include several year's worth of sufficient PPE, cleaning and sanitizing supplies and COVID testing kits including required lab processing fees.

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 is allocating the majority of its ARP ESSER monies on programs that specifically have been developed to identify and address learning gaps, provide

supplemental instruction, and provide additional supports both academically and mentally for our students. Software programs will be purchased to address learning loss in all subject areas for teachers to address needed standards.

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 insure that any necessary adaptive technologies that are required in our instructional supply line are obtained for any students with disabilities. We already have said adaptive technological supplies and equipment and will continue to make sure needs are identified and appropriate items obtained.

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)

Assessment/ diagnostic data (iReady) data will be monitored at each diagnostic period (3 times a year) and analyzed to determine student growth and continued areas of concern. Data from other online programs and local sources will also be monitored and evaluated for informed instructional planning. Professional development for teachers on how to use data to drive instruction will also be ongoing both by local experts and outside professionals (e.g.: Conquer Math). Student (gr. 3-12) Climate Surveys contain numerous social-emotional and wellness questions. The results will be used determine areas of strength and weakness by grade level to provide administrators teachers with a focus on SEL skills that need addressed. Individual data for high-risk students will be given to intervention and grade levels teams to provide additional supports and instruction where needed.

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)

Our school district consistently engage in communication with our local special education parent advisory group (SEPAG); formed a diversity council which has members of both our local BLM and Pride organizations; have a Hispanic Parents group (and bilingual staff to serve as advisors and liaisons to the district); and our Child Study Team and additional related services staff (included those contracted with ESS) have continued and open dialog with foster care agencies, DCP&P, local PD, and numerous other social services agencies.