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Applicant: 25 4520
ROOSEVELT
BOROUGH -
Monmouth

Application Sections

American Rescue Plan Consolidated

Application: American
Rescue Plan
- ESSER -
Cycle: 00-
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)

Roosevelt continually assesses what prevention and mitigation strategies are needed to keep school open for in-person learning. To date, on account of its small size, any disruption to in-person learning has been minimal.

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)

Pre-pandemic, Roosevelt has always provided targeted instruction in the form of tutoring to help students to close any achievement gaps. Tutoring has been within the school day, during an extended day program and during the summer in an enrichment program. Any funds it receives will be used to continue these programs which previously have been funded by the Roosevelt Board of Education.

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)

Any additional funds will be used to continue to target instruction to close achievement gaps, provide mental health services and maintain a safe and healthy facility - consistent with the Act.

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)

Roosevelt School district is committed to ensuring that all students equally benefit from any and a all services that it provides. The school has formally engaged the University of Pennsylvania to have their mental health experts survey and design an ongoing study of the mental health needs of students and staff and to have their experts plan small seminars to address their findings. All families will have equal access to these services.

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)

Due to it's small size, the administration is in direct contact with all stakeholders on a regular i.e. daily basis. The CSA's open door policy allows for a regular exchange of information and assessment of student needs. The CSA consults with and works in conjunction with the School Social Worker, the Special Education parents advisory group, the Pandemic Committee that was convened as part of the Safe Return to Schools Plan and other staff to make sure that all students are being served equitably and as needed.