

**Applicant:** 25 3260 MONMOUTH  
COUNTY VOCATIONAL  
SCHOOL DISTRICT -  
Monmouth

**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

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)

Ventilation is one component of maintaining healthy environments, and is an important COVID-19 prevention strategy for schools and childcare programs. Good ventilation is a step that can reduce the number of virus particles in the air. Along with other preventive actions, ventilation can reduce the likelihood of spreading disease. MCVSD will be replacing a boiler and updating HVAC systems throughout the 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)

To address academic impact of lost instructional time, funds will be used to support summer learning academies. These academies will address math learning regression and the hands on components/lab skills/ technology skills.

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)

To address academic impact of lost instructional time, funds will be used to purchase Linkit an data-warehousing program and assessment tool to help teachers identify the largest learning gaps and address these through intensified core instruction. Funds will also be used to provide teachers with curriculum coaches, as well as curriculum/assessment professional development as they work to redesign curriculum/assessments based on the learning gaps identified. Coaches will also guide teachers as they work to analyze the data.

Implementation of Character Strong, which is a Social Emotional Learning Curriculum that provides classroom lessons and school wide activities at each of the schools for full-time and shared-time students. The district provided professional development for Administrators and Staff on Social Emotional Learning and how to create a positive and supportive school culture. The Monmouth County Vocational School District has partnerships with the community organization Preferred Behavioral Health and E-Therapy to provide screening and support services for at-risk students. The district created and established a Social Emotional Learning district coordinator to provide support on the implementation of Social Emotional Learning activities and lessons in the classroom and school wide.

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)

Funds will be used to support a district-wide Social and Emotional coach, SEL PD and a Diversity, Equity, Access, and Inclusion (DEAI) coaching team. The SEL coach is helping to facilitate the implementation of Character Strong (social/emotional learning & character development curriculum) to address the social, emotional and mental health of all students. The DEAI team is working with faculty, student advisory groups

and buddy groups.

The Monmouth County Vocational School District has partnered with E-Therapy to provide therapeutic services to students who may not be able to access the district School Psychologist or Student Assistance Coordinator when needed. MCVSD is hosting an event for community organizations to establish relationships, provide resources, and connect with the community at large. The district is hosting a district wide Parent Student Faculty Association meeting to discuss the current state of the district and to solicit the input of all stakeholders. The district is also providing opportunities for staff to engage in Social Emotional Learning professional development throughout the school year. MCVSD has partnered with Preferred Behavioral Health to screen students who may be a harm to themselves or someone else. MCVSD will continue to work with the Society for the Prevention of Teen suicide to implement Lifelines, which is a comprehensive program focused on suicide prevention and intervention. Using existing structures with multi-tiered systems of support will help leverage planning and delivery to address the varying mental health needs students will present with. Outreach to and engagement of parents, families, community based student support (Traumatic Loss Coalition (TLC), Children's Inter-agency Coordinating Council (CIACC) Mental Health Association of Monmouth County, Society for Prevention of Teen Suicide)

**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)**

Academic/advisory support will be provided to our under-represented students.