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Applicant: 39 5000 SPRINGFIELD
TOWNSHIP - Union

Application: American Rescue Plan - ESSER
- 00-

Cycle: 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)

Springfield Public Schools will utilize the funds to continue to support the prevention and mitigation strategies aligned to the protocols provided by the State of New Jersey and the Centers for Disease Control. This budget includes: funding for additional staffing necessary to support expanded lunch spaces across the schools; infrastructure updates including maintaining air filters utilized throughout all of the school spaces such as classrooms, offices, and gathering spaces; the addition of screens for windows in two of the five buildings; and personal protective equipment.

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)

Students identified as in need of support due to learning loss related to interrupted educational experiences during COVID-19 have access to a variety of programs to extend learning including the following program types: Before and After School Tutorials providing intervention and academic support; Summer Programs providing interdisciplinary learning experiences combining academics and social-emotional supports; Transition Support services to prepare students transitioning into middle and high school; Credit Recovery access for high school students who are identified as off-track; Academic Interventionists for students to receive just-in-time academic support including Tier I and Tier II interventions; Full-Time Behaviorist to support students and staff in addressing social-emotional issues throughout the district, but with a specific focus on students' returning from the pandemic; Full district articulation of a thoughtful multi-tiered system of support model to identify, develop, and support tiers of interventions appropriate to the students needs.

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)

Springfield Public Schools will support short-term student quarantines and the possibility of long-term closures by utilizing the funding provided through this grant to update our technology infrastructure and provide continuity of educational experiences through the use of digital learning platforms. Infrastructure and hardware included in the current grant proposal include upgrading of data access points throughout the district to meet the needs related to increased security of student and staff information. Hardware includes classroom technology such as interactive screens to support student interaction both in-person and virtual. Software and digital licenses support learning tools that support virtual and in-person access to instructional resources. This plan includes low-income students and children with disabilities which may include assistive technology or adaptive equipment. Additionally, funding will be allocated to continue with mental health services and supports through the implementation of MTSS over the next three years of the grant, as noted throughout the different areas of the grant funding.

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)

Beginning in the Fall of 2020, the district has regularly engaged with stakeholders regarding their experiences during the pandemic, education needs, the safe return to schools plan for 2020-2021, and their values relating to the educational goals of the district. In addition, during the Spring of 2021, after the ARP plan and federal guidance was received, district leaders held focus group meetings with students from grades 6-12. The district shared its Safe Return to School Plan with the community on June 18, 2021 and provided an online survey tool for feedback. In addition, the district gathered feedback related to the planning process from a variety of stakeholder groups, and presented the plan to the public, with contact information for feedback at a Board of Education meeting held on November 15, 2021. The meeting was streamed live, and was also available for viewing with closed captions available in multiple languages. Throughout the grant period, the district will continue to hold meetings and utilize survey tools to gain feedback related to the student learning experience in Springfield Public Schools. This includes groups such as the Board of Education, the Special Education Parent Advisory Group (SEPAG), the SPS Diversity, Equity, Inclusion, and Access Council, and other focus groups.

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 district will work to ensure, to the greatest extent possible, stakeholders representing the diverse student needs are appropriately represented in the groups represented. For example, we regularly engaged with staff members that have knowledge of the needs and interests of students across the school system. Due to our small size, we may have a very small number of students in one of the above identified populations, or no students at all, depending upon the time period. When students belonging to such groups are identified, we will work to identify opportunities for meaningful consultation with agencies, stakeholders, families, and/or staff who are qualified to communicate the interests of such students.