

<b>Applicant:</b>	05 5010 SPRINGFIELD TOWNSHIP - Burlington	<b>Application Sections</b>	American Rescue Plan Consolidated
<b>Application:</b>	American Rescue Plan -	<b>Project</b>	
<b>Cycle:</b>	ESSER - 00- Original Application	<b>Period:</b>	3/13/2020 - 9/30/2024

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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)

Funds will be used to address repairs needed for the proper functioning of HVAC systems along with the purchase of unit air purification and filtration. Funding will also be used to install water bottle filling stations to provide a contact-less solution for hydration, with monies allocated for the units as well as the required filters to ensure access to safe drinking water. Additionally, funding will go towards the purchase of supplies for sanitizing the building, including disinfectant and 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)

Reserves to address learning loss will be used for staffing that will decrease class size for ELA and math at the upper elementary level, where current and projected enrollment exceeds 30 students per class. When compared to our primary grades, which have average class sizes of 18, these grade levels have shown the least growth (as measured by local benchmarks and the Start Strong assessments) since returning to in-person instruction and will directly benefit from smaller class sizes that will allow for greater differentiation, small group instruction, and 1:1 work. Additionally, reserves will be used to create two new data coordinator positions - one for ELA and one for math - which will enhance the district's ability to collect, analyze, and respond to instructional data for these content areas. The data coordinators will be responsible for creating personalized learning plans for students identified as being at-risk academically, and will work with teachers to implement these plans and maintain a continuous cycle of progress monitoring and adjustment. Funds outside of the reserve will provide opportunities for a summer learning academy, a summer STEAM camp, a summer jump start program, and summer counseling services. We will also provide opportunities for after-school tutoring and homework support, family learning nights, and enrichment activities beyond the school day. To ensure the district's curriculum prioritizes content and learning by focusing on depth of instruction, funding will be used towards curriculum audits and revisions. Finally, funding will be used for universal and diagnostic screeners / assessments and digital remediation programs that support closing achievement gaps.

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)

Funding will be used to increase access to educational technology through the purchase of devices such as Chromebooks and iPads, along with making necessary upgrades to the building's technology infrastructure (e.g. additional wireless

access points and server upgrades). Additional funds will go towards the purchase of outdoor tents so the district can provide alternate areas for learning and reduce the number of students gathered in our cafeteria, especially during periods of high transmission. Funds will also allow for the purchase of storage solutions and equipment for our school nurse's suite in order to provide appropriate space for isolated students (by providing alternate storage locations for items that are currently taking space in a portion of the nurse's suite that can be used for isolation), and meet the PEOSH standards for medical sites.

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)

To address the mental health and social-emotional needs of students, the district will use funds to maintain the continued use of our SEL programs (which provide tier 1, tier 2, and tier 3 needs). We will also allocate funds towards contracted services with our Board Certified Behavior Analyst (BCBA) in order to respond to the increase in behavior referrals that the school has experienced since returning to in-person learning. Funding will also be used to create two new coordinator positions; one for coordinating mental health services for students and staff, and one for coordinating behavior management. The mental health services coordinator will collect, analyze, and respond to data pulled from our tier 1 SEL screener (completed for students by teachers) and our tier 2 & tier 3 screener (completed by both teachers and students). This coordinator will also ensure SEL programs are being implemented with efficacy, serve as a liaison to parents and community members regarding the district's efforts to respond to mental health and SEL, and plan for activities that address staff and student needs in these areas. The behavior management data coordinator will work closely with our contracted BCBA to review plans and analyze associated data, along with data collected from behavior referrals, in order to identify trends and develop appropriate responses. This coordinator will ensure that we are consistently responding to the needs of students in order to maintain a safe and supportive learning environment. Consultation with underrepresented groups occurred (and will continue to occur) through surveys, meetings (with groups such as our Special Education Parent Advisory Group - SEPAG), and feedback via public meetings where plans and proposals are presented.

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)

While Springfield's population for these groups is small, consultation took place through surveys (including surveys disseminated in a family's native language), direct phone calls (with the one family currently providing foster care), and meetings with the Special Education Parent Advisory Group - SEPAG.