

Applicant: 39 4670 SCOTCH
PLAINS-FANWOOD
- Union

American Rescue Plan Consolidated Application Sections ▼

Application: Plan - ESSER - **Project Period:**
Cycle: 00- 3/13/2020 -
Original Application 9/30/2024

Printer-Friendly

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)

The district utilized other sources of funding, including previous rounds of ESSER grants and general fund monies to implement prevention and mitigation strategies as well as to enhance the technological infrastructure.

The district will continue to adhere to the required facility cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The district will ensure that indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.

As suggested by the CDC, contact tracing with staff, students and visitors is an effective strategy to identify and isolate cases and close contacts to reduce COVID-19 transmission. Students, staff, and educators who are not vaccinated and have had close contact with a person diagnosed with COVID-19 are at greatest risk for infection with SARS-CoV-2. It is the intent of the Scotch Plains-Fanwood Schools to allocate funding to provide for on-going contact tracing services to respond to changing conditions and recommendations/mandates. Since schools reopened for full-day, in person induction, this has become critical in safely operating our schools.

Funding will also be utilized to support learners who may need to be isolated or excluded from school due to COVID-19 exposure such as the robust plan that was implemented in September, 2021 and included staffing to support these students and their intermittent departure from and return to in-person learning.

The district will also be utilizing funds to determine strategies for effective use of instructional and non-instructional spaces to allow for optimum ventilation and social distancing.

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)

With an increased number of students in need of individualized learning acceleration plans, it is the intent of the district to utilize funds to support its on-going cycle of data collection, analysis and intervention as a means of ensuring that data-based problem solving and decision-making is continued to be practiced across all levels of the educational system for supporting students and their families.

The District will utilize funds to implement evidence-based interventions through comprehensive after school and summer learning and enrichment programs to accelerate students' learning across the disciplines, especially in the areas of literacy, STEM and the arts. Evidence-based programs such as Foundations, LLI, and others will be selected to match students' evolving needs.

Although a minimum of 20% of grant funds was required to be set aside under section 2001(e)(1), a more significant portion of the grant funding is dedicated to evidence-based interventions including intervention and enrichment programs for students through after-school and summer programs.

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 remaining funds will be used to support the analysis of use of instructional time and redesign of our master schedules to increase opportunities for tiered intervention and accelerated learning during the school day. Funds will also support our faculty to participate in professional development with substitute coverage provided to maintain continuity of learning for students.

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)

The district has created a multi-tiered system of support that ensures that the interventions it implements for each student will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the pandemic. Given the wide range of student needs in the district (students with disabilities, English Language Learners, homeless youth, and economically disadvantaged students), monthly progress monitoring meetings with key individuals will be crucial. These stakeholders will include members of the building leadership teams who will analyze student performance, growth, mental health, and other data regarding the wellness of the whole student to ensure that interventions are responding to each student's needs. Changes will be made as needed to ensure that each student is receiving appropriate interventions. Ongoing dialogue regarding student needs and interventions will be communicated to parents/guardians via the district's Wellness and Equity Committee and Racial Equity Task Force.

The district will ensure that the interventions implemented respond to the needs of all students via on-going measures such as attendance, student grades, and measures such as the NWEA MAP Assessment.

The district engaged a diverse and representative set of stakeholders to develop a plan for ARP funding that meets the needs of all students, including English Learners and Students with Disabilities. The district conducted a staff, student, family and community survey; held administrative team meetings; and collaborated with health officials and the leadership of the local union. The district will continue ongoing collaboration with these key stakeholders throughout implementation of the ARP plan. The district maintains a Wellness and Equity Committee and Racial Equity Task Force, comprised of membership from various community based social justice and affinity group-based organizations.

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 engaged a diverse and representative set of stakeholders to develop a plan for ARP funding that meets the needs of all students, including English Learners and Students with Disabilities. The district conducted a staff, student, family and community survey; held administrative team meetings; and collaborated with health officials and the leadership of the local union.

The district has worked to create a coalition of community based civil rights organizations (Social Justice Matters, Truth, Racial Healing and Transformation and the REALParentsxSPF) and student (Students for Social Justice, SPFHS Black Student Union) and staff organizations (BARWE-Building Anti-Racist White Educators) to support our efforts.

The district will continue ongoing collaboration with these key stakeholders throughout implementation of the ARP plan.