

American Rescue Plan 2021

Allendale Public Schools - 70040

1. Please describe 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:

We have implemented in-person instruction for the last two years, with prevention and mitigation strategies in place for student safety and success. We are using ESSER III funds to support our English Learners with 2 certified EL teachers to provide instructional and social-emotional support to students and families. We are also using ESSER III funds for 2 counselors to work with students for social-emotional learning and mental health. Despite being face-to-face in school, students have been challenged with COVID-19 protocols, including close contact tracing and quarantines.

2. Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) 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:

We are using ESSER III funds to support our English Learners with two certified EL teachers to provide instructional and social-emotional support to students and families. Our EL teachers co-teach with general education teachers and also work to support students with evidence-based activities that support access to Tier 1 instruction, based on student WIDA goals.

We are also using ESSER III funds for two counselors to work with students for social-emotional learning and mental health. COVID-19 has exacerbated mental health concerns for our students and we require staffing to address these new and arising needs.

Additionally, we will leverage additional federal dollars outside of this application to afford students with after-school programming and summer programming targeted to the needs of students in math and reading. We know that frequent targeted one-on-one tutoring with certified staff is one of the best strategies to address learning loss for our students.

3. Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act:

Our application has elements from a few of the allowable use of ESSER funds. More specifically, we have expenses for number 8 and 14. After each description, we have listed the connection between the allowable use and how we intend to use the funds.

8. Activities to address the unique needs of low-income children or students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, including how outreach and service delivery will meet the needs of each population.

We are using ESSER III funds to support our English Learners with 2 certified EL teachers to work with targeted students based on need. Most notably, these staff members will provide targeted support for EL students. Additional staff also helps with the teacher to student ratio.

14. Providing mental health services and supports, including through the implementation of evidence based full-service community schools.

We are also using ESSER III funds for 2 counselors to provide mental health services to students, as well as Tier 2 behavior interventions based on social- emotional data observed and collected by teachers. Additional staff also helps with the teacher to counselor ratio.

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4. Please describe 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 (see below) 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.

Our assessment structure frequently examines academic and social-emotional progress of students. At the elementary level, teams of teachers, psychologists, social workers, EL teachers, special educators, interventionists, and administrators meet regularly to review this data and match interventions to student needs. At the secondary level, similar teams have the opportunity to identify students in need and provide interventions.

We use high-quality diagnostic assessments to inform instruction and share the results of these benchmark assessments with pertinent staff and parents to help understand a students' progress by sharing information on student opportunities to learn and academic and other progress. On top of this, the District Improvement Team has examined state and local data to help determine whether different subgroups of students who have been historically underserved are participating in in-person instruction proportionate to their enrollment in the school and school district and, if they are not, conduct enhanced, ongoing active and specific outreach and engagement, including to school communities where broad concerns exist.