



Allendale

Public Schools

Safe Return to In-Person Instruction & Continuity of Services Plan May 2024

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides nearly \$122 billion to states and local educational agencies (LEAs) to help reopen and sustain schools' safe operation and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a **Safe Return to In-Person Instruction and Continuity of Services Plan** that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, and advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaningful consideration of that input. ARP ESSER plans need to be published in an understandable and uniform format, to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

ESSER III (ARP) requires Allendale Public Schools to update its **Safe Return to In-Person Instruction and Continuity of Services Plan** every six months. through the life of the grant.

Part One: Safe Return to In-Person Instruction Plan

1. Describe the extent to which the LEA has adopted policies and a description of such policies on each of the following health and safety strategies.

<p>Universal & correct wearing of masks</p>	<p>APS will not require universal indoor masking by students, staff, teachers, & visitors to K-12 schools regardless of vaccination status. APS will follow current ACHD guidance released on 8/26/2022, allowing staff and students to choose to wear a mask at any time. Anyone who chooses to wear a mask will be supported in their decision to do so.</p> <p>Masks are not required on buses.</p>
<p>Physical distancing (e.g., including use of cohorts)</p>	<p>Classroom groups at the Y5-5 level continue to serve as natural cohorts. Students at this level will travel to and from specials, lunch, and recess as they had prior to COVID.</p> <p>Following current CDC guidelines, students in grades 6-12 will continue in non-cohort classes, including lunch.</p> <p>Physical distancing is not required at APS, and as of 8/11/2022, the CDC has removed all recommendations regarding cohorting students in schools.</p>
<p>Handwashing & respiratory etiquette</p>	<p>APS will continue to encourage students to appropriately and frequently wash their hands with soap and hot water, including prior to eating breakfast or lunch. Signs are posted in our buildings asking all to cover their mouth and nose when coughing or sneezing to limit droplets. Tissues are provided in buildings, and masks are available for students and staff members who are showing symptoms and waiting to go home.</p>

<p>Cleaning & maintaining healthy facilities, including improving ventilation</p>	<p>All APS facilities will continue to be cleaned and disinfected in accordance with DPH and CDC guidelines. Sanitizer is available throughout our buildings. Custodians clean each building every night. Throughout the day, teachers may sanitize their classrooms during class transitions if desired. Room air cleaners have been installed in every room and office in the district courtesy of a grant award.</p>
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<p>Contact tracing in combination with isolation & quarantine</p>	<p>Isolation Guidance:</p> <p>The updated Respiratory Virus Guidance recommends that people stay home and away from others until at least 24 hours after both their symptoms are getting better overall, and they have not had a fever (and are not using fever-reducing medication). Note that depending on the length of symptoms, this period could be shorter, the same, or longer than the previous guidance for COVID-19.</p> <p>Exposure Guidance: OCDPH is following the current COVID-19 exposure guidance recommendations; this guidance may change if COVID-19 cases and/or hospitalizations rise.</p> <p>During days 1-10 following exposure:</p> <ul style="list-style-type: none"> • Watch for symptoms, such as fever, cough, shortness of breath, or other COVID-19 symptoms. • If symptoms develop, test immediately and isolate until receiving test results. If they test positive, then follow isolation recommendations. • For the full 10 days after last exposure, avoid people who are immunocompromised or at high risk for severe disease, nursing homes, and other high-risk settings. <p>APS will not recommend quarantine for people who are only exposed to COVID-19.</p>
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Diagnostic and screening testing	APS will continue to encourage students and staff to stay home if sick or having COVID-19 symptoms. APS will encourage students and staff to get tested if they have symptoms or have been exposed to someone with COVID-19. APS has COVID-19 testing kits available for staff as available. APS will not require a negative test for students to return to school.
Efforts to provide vaccinations to educators, staff, and students, if eligible.	APS does not require staff or students to be vaccinated, but provided guidance on vaccination.
Appropriate accommodations for children with disabilities with respect to health and safety policies.	Students with disabilities receiving in-person instruction are afforded individualized accommodations that have been identified through the IEP team process. Students are provided both the learning and health and safety accommodations that have been agreed upon and developed by the entire IEP team. Students with disabilities who are receiving instruction from home isolation will be provided the same required accommodations. These will be provided in a way that best meets the needs of the students, including, but not limited to, in-person homebound visits for instruction and related services.

2. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs, students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

Allendale Public Schools will continue full in-person learning with continuity of all services beginning in August 2023 for all students in Grades Young 5s-12. The district does provide an additional option for students in Grades K-12 to opt-in for virtual learning.

Ensuring Students' Academic Needs:

As in previous years, Allendale Public Schools will continue using the i-Ready assessments in reading and mathematics for students in grades K-8. APS will report benchmark assessment data to parents and legal guardians within 30 days of students completing the assessment. The assessment will be administered three times a year: the first during the first six weeks of the school year, the second during the month of January, and the third during the spring prior to the last day of school in June. APS will also continue to use extensive assessments in grades K-5 to determine interventions and supports to better meet the needs of its learners in both reading and mathematics. Progress reports will be available on the APS website in February and June, indicating i-Ready results.

Using the district's continuous improvement process, APS will continue to engage stakeholders in the district's assessment system, including publicly sharing aggregate and student subgroup performance reports on i-Ready, PSAT, and SAT results.

Following the pandemic, Allendale Public Schools will provide a continuity of services and implement new research-based programs and digital resources to support, enrich and accelerate student learning. For the 23-24 academic year, please note the following curriculum focus to ensure students' academic needs are being met:

➤ After School Programming:

➤ Dyslexia Training

LETRS Training

➤ 6-12 SIOP Training

➤ Digital Tools: Although we know that in-person learning is the most effective model, students' interactions with online resources can be engaging and beneficial for learning. During the pandemic, APS worked to ensure that all students had access to technology (Chromebooks) and purchased resources for digital learning that would support classroom instruction such as IXL (K-12 Math & ELA) , Connecting Math Concepts (Special Education) , Moby Max (Special Education), Lexia Core 5 and PowerUp, Study Island, DBQ Project Online (9-12 Social Studies), and updated Advanced Placement resources with enhanced digital tools to accelerate learning for high school students.

Y5-12 Tier 1 Behavior Coaching Cycles :

Y5-12 Tier 1 Academic Coaching Cycles

All staff will continue to make effective use of Google Classroom along with the other Google applications to maintain a continuity of services when students are limited in their school attendance.

Ensuring Students' Social, Emotional and Mental Health Needs:

The landscape of teaching and learning has changed following pandemic learning. While we can anticipate that students returning in the fall will exhibit both learning and social-emotional challenges, staff and leaders at Allendale Public Schools are well-prepared to support their needs. While much of this is a natural part of our existing approaches to support our APS students, the inclusion of additional support staff for the 23-24 school year will help to provide individualized, meaningful, and appropriate socio-emotional support for our students.

APS will continue OCSN at Evergreen and the middle school. Expanding counseling support for students in grades 6-12, an additional 1.0 FTE in social work has been added. These positions require counseling staff to spend more time working on social-emotional needs of students whether it is through 1:1 counseling, or working with small groups of students.

APS will continue working with the Developmental Enhancement Behavioral Health (DEBH) organization to provide trauma training to all K-12 staff, and to facilitate case studies providing staff with coaching on how to intervene effectively with students who are experiencing trauma that is impacting their learning in the classroom. Case studies for 23-24 will continue, and be implemented in each APS school building. To build capacity in the APS staff, Allison Nelson

from DEBH will facilitate a Train-the-Trainer series throughout the school year focusing on implementing trauma-responsive strategies.

Ensuring Staff’s Social, Emotional and Mental Health Needs:

Teachers were encouraged to participate in AAESA’s offering promoting staff social and emotional health needs. Teachers were able to work through modules at their own pace that focused on health and wellness. The district will continue to encourage staff to take part in activities offered in 23-24 through AAESA. Also, the district Wellness Committee will continue to offer mental health support activities. The district Encouragement Team will continue to engage in special activities and provide treats for the staff to build morale.

Part Two: Consultation with Stakeholders

3. Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders. Provide an overview of how the public stakeholder input was considered in the development of the LEA’s Safe Return to In-Person Instruction and Continuity of Services Plan.

From the inception of the Extended COVID Learning Plan, staff, parents and community members have been given opportunities to voice their opinions, provide perspectives, and offer feedback regarding plans for pandemic learning. APS continues to utilize Board of Education meetings as a conduit to the general public, but also provided other opportunities for stakeholders to share input.

Before an LEA Plan of Use was developed for the expenditures of ESSER III funds, input was solicited in a couple of different venues. A survey was sent out to community members for their input regarding how the funds should be allocated. One-thousand and fifty three responses were received asking the community to prioritize funding around student learning and COVID-19 recovery. Through the regular district improvement process more stakeholder input was gathered to help make decisions around spending. The superintendent also held monthly parent information meetings to engage parents in conversations around how these funds might be used.

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To meet the requirements of the law, every six months the plan will be presented to the APS Board of Education during their regular meetings as an official Administrative Report agenda item for informational purposes only.

4. Periodic Review Process and Understandable & Uniform Format

Districts are required to periodically review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2024. Each review must include seeking public input on the plan and revising the plan after taking into account public input. The review dates are as follows:

The final review date is May 13, 2024