

American Rescue Plan/ESSER III - LEA Plan of Use Narrative

Agency: Jenison Public Schools

2020 - 2021

Recipient Code: 70175

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

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:

The CDC acknowledge students benefit from in-person learning, and safe in-person instruction continues to be a priority. Jenison Public Schools has provided face-to-face learning since of the 2020-21 school year. The District has followed CDC and local health department mandates to safely maintain classroom instruction. The current infrastructure to provide healthy air quality has been a concern for JPS. A portion of ESSER III funds will be used to replace the heating, ventilation and air conditioning (HVAC) with enhanced air filtration for up to two of our older elementary buildings. This will reduce the spread of viruses and lower the risk of exposure by reducing the viral particle concentration.

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:

Jenison is implementing learning loss programs in grades K-12 with enhanced summer programming. Evidence-based intervention strategies focused on foundational skill learning in reading and math will be the primary focus of summer school for K-6 grades. Credit recovery for our secondary students is also a priority and JPS will offer a credit recovery program in the summer.

As part of the MTSS process, we use NWEA and Acadience 3 times a year as a benchmark tool to assess all students in K-8 and identify those lowest performing students for the learning loss programs. At the secondary level we also monitor academic success through successful course completion to identify those needing additional programming. JPS will implement these support programs in 2022 through 2024.

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

The district has aging buildings and HVAC systems. The remaining ARP ESSER funds will be used to purchase unit ventilators with enhanced air filtration for approximately 2 elementary buildings.

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.

JPS will continue to monitor assessment data including intervention, progress monitoring for identifying and serving students who need intervention for academics and behaviors. JPS uses NWEA and Acadience along with classroom based measures to identify students who are not reaching adequate progress and need intervention for reading, math and other needs.

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To support behaviors, JPS uses SWIS to identify and monitor behavioral needs of students along with other building based data. Students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students are monitored for academics and behavior at least three times a year for identified supports that will be provided during the year and summer programming.