

ESSER III Plan

Alta-Aurelia

State Reviewed - Complete, Submission Final
(Status last updated by william.walters@iowaid on 08/20/2021)

Introduction

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On April 21, 2021, the U.S. Department of Education (USED) released its American Rescue Plan Elementary and Secondary School Emergency Relief Fund (ARP ESSER or ESSER III) [state plan template](#) for state education agencies (SEAs) to complete to receive the remaining third of ESSER III funds. In addition to the template, the USED also released [ESSER III interim final requirements](#) related to SEA consultation, district ESSER III plans, and district plans for a safe return to in-person instruction and continuity of services.

Programmatic, Fiscal and Reporting Assurances

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Other Assurances and Certifications

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GEPA Assurances

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Part II Application Requirements

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Part II - 1) How did the district leadership team consult with the stakeholder groups listed in assurance 5 during the development of the district's ESSER III Plan? (Check all that apply)

- Public meetings
- Focus groups
- Surveys
- Other - Individual Meetings and School Board Meeting discussion.

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Part II - 2) How did the district leadership team determine the district students' academic, social, emotional, and mental health needs? (Check all that apply)

- ISASP data
- Conditions for Learning Survey results - students
- Conditions for Learning Survey results - parents
- Conditions for Learning Survey results - staff
- Literacy screening and progress monitoring data
- Math screening and progress monitoring data
- Behavior referral data

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Part II - 3) Which groups of students have been most impacted by COVID-19 in your district? (Check all that apply)

- Students from low-income families
- Students of color or from a particular ethnic group
- English learners
- Students with disabilities
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students

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Part II - 4) How did the district leadership team determine the academic, social, emotional, and mental health needs of the students most impacted by COVID-19?

- ISASP data by subgroup
- Conditions for Learning Survey results - students by subgroup
- Conditions for Learning Survey results - parents by subgroup
- Conditions for Learning Survey results - staff by subgroup
- Literacy screening and progress monitoring data by subgroup
- Math screening and progress monitoring data by subgroup
- Behavior referral data by subgroup

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Part II - 5a) Which of the following prevention and mitigation strategies will ESSER III funds be used to implement? (Check all that apply.)

- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19
- Training and professional development on sanitizing and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the LEA's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards
- Improving indoor air quality
- Tailoring prevention and mitigation strategies to address the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) needed to distance students

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Part II - 6) How does the district plan to use the 20% set-aside to address the academic impact of learning loss or to accelerate learning through evidence-based interventions? (Check all that apply)

- Use of evidence-based accelerated learning interventions in literacy
- Use of evidence-based accelerated learning interventions in mathematics
- Use of evidence-based accelerated learning interventions in social-emotional-behavioral health (SEBH), including mental health
- Attendance at/membership in the Leadership Academy established by the Department to help districts and schools implement evidence-based practices
- Attendance at/membership in the Accelerated Learning Academy established by the Department to help districts and schools implement evidence-based practices
- Attendance at/membership in the Social-Emotional-Behavioral Health (SEBH) Academy established by the Department to help districts and schools implement

evidence-based practices

- Participation in the FAST for Success Literacy Exploratory Project

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Part II - 7) How does the district plan to use the remaining ESSER III funds consistent with statutory requirements? (Check all that apply)

- Activities authorized by the ESEA
- Activities authorized by the the Individuals with Disabilities Education Act (IDEA)
- Activities authorized by the Adult Education and Family Literacy Act (AEFLA)
- Activities authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff
- Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19
- Training and professional development on sanitizing and minimizing the spread of infectious diseases
- Purchasing supplies to sanitize and clean the LEA's facilities
- Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazard
- Improving indoor air quality
- Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
- Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools and the hiring of counselors
- Planning and implementing activities related to summer learning and supplemental after-school programs
- Addressing learning loss

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Part II - 8) Please indicate the extent to which the district has board adopted policies for each of the following health and safety strategies by providing a link to the policy posted on the district's website:

If no policy exists, leave the field blank

| Policy | URL Link to Policy |
|--|----------------------|
| Physical distancing e.g., use of cohorts/podding | <input type="text"/> |
| Handwashing and respiratory etiquette | <input type="text"/> |

| | |
|---|--|
| Cleaning and maintaining healthy facilities, including improving ventilation | |
| Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments | |
| Diagnostic and screening testing | |
| Efforts to provide vaccinations to eligible educators, other staff, and students | |
| Appropriate accommodations for children with disabilities with respect to health and safety policies | |