

Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: Forest Hills Public Schools

2021 - 2022

Recipient Code: 41110

- 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 district may use funds to support the purchase of personal protective equipment. In addition, we may use the funds to create additional outdoor learning spaces in the event we need to create a low-density environment for learning. Materials needed to create the outdoor learning spaces may include large canopies for shelter from weather, furniture for seating, portable whiteboards, writing utensils for the whiteboards, expanding WiFi capabilities for better external access, etc.

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:

The district is required to spend a minimum of 20% of its ESSER III Formula allocation to address learning loss. We will utilize a variety of methods to address learning loss by our students including but not limited to summer academic learning, summer enrichment learning, multi-tiered system of support-tier II and tier III targeted interventions, supplemental instruction/materials for our students with disabilities, and before/after school programs.

Summer academic programs would be offered as a multi-week opportunity either right after the school year ends or as a jump start to the new school year. A highly-qualified teacher will provide instruction to students. Additional support may be provided by other staff such as counselors and paraprofessionals.

Summer enrichment programs may be utilized to attract students who need the summer academic program. Activities will vary in type and frequency, depending on the content area being taught.

Before/after school programs would look different across grade levels as accessibility will depend on the age of students. For example, at the high school level, additional math support may occur after school on Tuesdays and Thursdays of each week.

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

The district will use its remaining funds in a variety of ways including but not limited to advanced teacher training, additional instructional coaching positions, addressing student social/emotional needs, accelerating academic growth for students, and updating curricular resources.

Instructional coaching positions as well as advanced teacher training will provide additional support for teachers in areas including multi-tiered systems of support and the core-content areas. Instructional coaches meet with teachers one-on-one and in small groups, model teach in the classroom, and observe teachers to provide feedback.

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Social/emotional needs of students will be addressed in a variety of methods including additional staff and resources to provide support.

Accelerating academic growth for students will be facilitated through an administrator who will work with building-level equity representatives to support students in subgroups identified in the ARP Act.

Outdated curricular resources have posed a challenge for teachers and students during the pandemic. The district may use funds to update curricular resources to provide better access by teachers and students.

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.

Paraprofessionals hired to provide multi-tiered systems of support tier II & III interventions will be working under the direction of a classroom teacher. Teachers will use formal and informal assessments to determine which students need additional support.

The district will work with building principals during their monthly meetings to review the effectiveness of the interventions and other programs being implemented with the ARP Act. Adjustments will be made as necessary to continue to best serve students in addressing the impact of lost instructional time as well as social/emotional needs.

Building principals will work with their teacher leadership team on a monthly basis to review the implementation of programs being funded by the ARP Act. Adjustments will be made as necessary to continue to best serve students in addressing the impact of lost instructional time as well as social/emotional needs.