

Elgin Public Schools

ARP ESSER III Plan

Part 1: Prevention and Mitigation Strategies

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.

COVID-19 and its variants have brought many challenges to Elgin Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Elgin Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

Strategy/Item for	ESSER Funding Prevention & Mitigation
Replacement of servers, access points	Allow virtual learning to take place in the need of school shut downs
Replace HVAC units As needed	Improve air quality and energy efficiency
School Buses	Allow fewer students per routes for social distancing
School SUVs	Allow social distancing while transporting students with special needs
Maintenance truck	Transportation of sanitizing supplies/equipment
Premiums from liability insurance	Respond to possible COVID issues

**This list is not all inclusive*

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Part 2: Strategies for Addressing Learning Loss

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act 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. At least 20% of the ARP ESSER III budget is required to be spent in this area.

Strategy/Item for Addressing Learning Loss	
Counselor (Matching salary with the Counselor Corp Grant) 3years	Reduce the Counselor/Student Ratio to more fully support the Social/Emotional/Mental Health Needs of Students at All Levels
After School tutoring supplies/materials/salaries	After school tutoring to assist with learning loss due to COVID
Study Island	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student
Imagine Math	Track student progress on assessments and individual language skills; students learn and work on math skills that may have regressed due to COVID
Imagine Learning	Track student progress on assessments and individual language skills; Communicate effectively with all teachers who provide instruction for a student
Renaissance Learning	Students work on reading skills that may have regressed due to COVID

Purchase laptops/chromebooks	Bolster student device numbers to prevent shared devices and assist with learning loss due to COVID
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**This list is not all inclusive*

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Part 3: Other ARP ESSER III Expenditures

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

Strategy/Item for	ESSER Funding Prevention & Mitigation
Replacement of servers, access points	Allow virtual learning to take place in the need of school shut downs
Replace HVAC units As needed	Improve air quality and energy efficiency
School Buses	Allow fewer students per routes for social distancing
School SUVS	Allow social distancing while transporting students with special needs
Maintenance truck	Transportation of sanitizing supplies/equipment
Premiums from liability insurance	Respond to possible COVID issues
Cleaning Supplies	Ensure clean surfaces to reduce the spread of Covid
Other measures as deemed necessary	

**This list is not all inclusive of Prevention and Mitigation Tactics*

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Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed

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 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.

Support for all Students and particularly those disproportionately impacted by the Covid 19 pandemic

Academic Needs	Social Needs	Emotional Needs	Mental Health Needs
Use devices and connectivity for virtual learning as needed.	Assess food security and provide added nutrition as needed through donations.	Provide school counseling program to meet emergent needs.	Provide school counseling program to meet emergent needs.
Implement evidence-based Tier 1 instruction. Provide Tier 2 supports for unfinished learning. Provide Tier 3 tutoring as needed.	Assess schools' clubs and activities to open new opportunities. Engage families in the school's programs of academics and activities.	Teachers will identify students' needs and times of possible crisis.	Refer to professional support through agencies.