

Traverse City Area Public Schools - 28010

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:

TCAPS plan to navigate through COVID includes supporting additional staff and classrooms to reduce class size to support effective instruction. By reducing class size we are able to create additional space and reduce crowding to help mitigate the spread of COVID.

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:

At the elementary level, TCAPS will address the academic impact due to loss of instruction by reducing the number of split classes during the 21-22 school year. Eight additional staff and classrooms will be added to support effective instruction through the reduction of split classrooms. With this effort, core content areas have identified critical content to support increased growth for all levels of learners. During the 21-22 school year, we will also provide virtual courses through UpNorth virtual LIVE programming. This initiative supports our students that would like to be in school but due to COVID impact have elected to participate in an online format. The LIVE instructional format provides synchronous instruction using virtual delivery.

At the secondary level, TCAPS has designated the cost incurred from vendor expenses associated with online learning during the 21-22 school year. A significant number of students and families elected for a fully asynchronous learning option. Based on community feedback we are also directing funds to support accelerated learning and the cost of dual enrollment and early middle college for the 21-24 school years. Cost associated with Advanced Placement (AP) FTE for 10 staff during the 22-24 school years.

Curriculum resources and adoptions are supported with ESSER funds to allow for updated curricular needs in the CORE areas as well as special education and elective areas of need.

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

TCAPS will provide additional resource allocation based on our Multi-Tiered System of Support (MTSS) for all learners. Funds will be used specifically for learning loss in by supporting effective instruction and curricular resources to support loss of learning. Tier I, II, & III as well as accelerated learning resources and staff will be provided to support learners in growth at all levels.

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.

Addressing the academic impact of lost instructional time among TCAPS students (including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care) by: a) Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including

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through differentiating instruction; b) Implementing evidence-based activities to meet the comprehensive needs of students; c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and d) Tracking student attendance and improving student engagement in distance education.

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