

# American Rescue Plan 2021

## Ann Arbor Public Schools - 81010

**1. 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:**

Use includes building updates to improve air quality & filtration, purchase and use of PPE, sanitation supplies and services, where indicated by CDC, materials to support social distancing. Provide flexible learning options through Quarantine Learning Plan, while maintaining F2F for those healthy to attend. Responsive testing protocols, contact tracing and training for staff on implementation and mitigation. Designated building subs specifically trained to support a single building and COVID mitigation. Cooperatively plan vaccination clinics with local health agencies. We will continue to follow CDC, local government and SOM guidance on the use of masks and mitigation strategies.

**2. 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:**

Lost instructional time will be addressed through continuity of learning opportunities including comprehensive summer programming open both to targeted students needing intervention supports and non-targeted students benefiting from no gaps in their learning time continuum. Review of current curriculum, its congruence with research-based intervention supports, standards, assessments and addresses equity targets. Review and realignment of MTSS model including implementation of coaching for Tier I teaching and learning to address lost instructional time benchmark/assessment spread within grade levels. Expansion of 1:1 and small group supports. Renewal of academic support materials and licensing with expansions to support access for identified sub-group and targeted learners.

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

Recruit and retain high quality staff for all departments and areas impacting learning and operations. Retention of current staff through targeted stipends, competitive hourly pay incentives, and recruitment through stipend incentives responsive to longevity commitment. Address high shortage areas including food service, transportation, mental health professionals including social work support, health specialists to address mitigation and COVID response, qualified substitutes and other understaffed hourly/FTE support areas.

**4. 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.**

AAPS will target identified subgroup student academics and SEL through comprehensive planning and responsive teaching. Using our Framework for Equitable Instruction, we will enhance teaching and learning through improved Tier I instructional fidelity, SIOP and UDL integration and blended learning. Using local assessment data, pass/fail rates and MTSS process, students will be identified. Cross-funding and application of supports of other federal programs such as Title I and IDEA funds to support those targeted students with the support of Building Support Teams and Student Intervention Services. Program evaluation metrics will be used to measure progress and growth as well as individual and cohorted student growth data. To address SEL, to work in support of student wellness, social development and resources to strengthen whole-child development such as mental health/social work supports including through community partnership with local student supports like community centers, teen counseling supports and national campaigns such as "Ok to Say".