

American Rescue Plan Act Mitigation Plan Template



Tanana City School District American Rescue Plan (ARP) Act

September 2023

Contact Information

District Information

Name of District: Tanana City School District

District Point of Contact Name: Kerry Boyd

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Assurance Agreement for ARP Act Mitigation Plan

The district assures either:

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- a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the district's website a mitigation plan for the safe return and/or continuation of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in the U.S.
Department of Education's [Interim Final Requirements](#), or
- b) It developed and made publicly available on the district's website such a mitigation plan that meets statutory requirements before the enactment of the ARP Act that meets - federal requirements. (The ARP Act was enacted on March 11, 2021)

The district assures that:

- a) It will periodically review and revise its mitigation plan, as appropriate, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023); and
- b) It will seek public input, and take such input into account, on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the mitigation plan.

Before making the mitigation plan publicly available, the district **must seek public comment on the mitigation plan** and take such comments into account in the development of the plan.

Name of Kerry Boyd, TCSD Superintendent

Superintendent: *Kerry Boyd*

Signature:

Date: 11/18/2022

Mitigation Plan

Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention

1. [Masks](#)

Tanana City School District will continue to align mask protocols with current CDC guidance and community protocols. Masks are provided at each school site for students, staff, and visitors. Currently masks are not required at the Tanana City School District brick and mortar school and district office.

2. [Physical distancing \(e.g., including use of cohorts/pods\)](#)

Tanana City School District encourages social distancing recommendations of 3-6 feet proper spacing to mitigate risks of COVID-19 spread.

3. [Handwashing and respiratory etiquette](#)

Tanana City School District students, community and staff have been educated on proper procedures of handwashing and respiratory etiquette that includes controlling coughs and sneezes, remaining home when sick, and proper handwashing and use of hand sanitizers. The District will once again provide community wide training and in-services this fall using a certified nurse to help educate all staff. Sanitation stations are located in several locations. All families were provided a tool-kit of sanitation supplies. Communities without water were provided additional supplies.

4. [Cleaning and maintaining healthy facilities, including improving ventilation](#)

All educational facilities are cleaned and maintained to increase mitigation of the spread of the virus. Older school facilities were provided air purifiers to improve ventilation.

5. [Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments](#)

Tanana School District continues to partner with TCC including the health clinics at each site. TCSD hired a nurse on a consultative basis to help answer questions and work with the district and local communities with contact tracing and recommendations for isolation and quarantining. When positive COVID-19 cases are determined that have connections to the school, local clinic personnel immediately communicate with the appropriate district administrators about the situation and appropriate measures. Policies and practices align with State, local and tribal health departments.

6. [Diagnostic and screening testing](#)

TCSD hired a registered nurse on a contractual basis to help TCSD provide diagnostic and screening testing to all students and staff members District-wide. TCSD will continue to work with TCC and all health clinics for screening and diagnostic testing.

7. [Efforts to provide vaccinations to educators, other staff, and students, if eligible](#)

TCSD has partnered with TCC to help encourage students and staff to become vaccinated.

8. [Appropriate accommodations for children with disabilities with respect to the health and safety policies](#)

All TCSD students with disabilities are provided the proper accommodations in relation to health and safety, and academic needs, and delivery of academic materials for remote learning as needed.

Stakeholder Consultation

Prior to formulating the ARP ESSER LEA Plan, the Tanana City School District conducted a survey of all stakeholders including all TCSD staff, community leadership including the city and tribal councils, the TCSD Regional School Board and all community and staff members. The survey was administered for a twenty-day period from June 16th through July 3, 2021 to ensure equitable and timely feedback concerning the prevention, preparation, and response to COVID-19 and its ramifications on the reopening of our schools. Secondly, an intentional effort was given to reach out individually to each of the village council leader and COVID-19 committee in the community. With some community members not having access to internet, in person meetings were provided.

Due to the nature of the small size of Tanana, the community agreed with the plan for use of the funding and agreed upon the protocol and procedures developed for school closure and openings. The principal of the school has been directed to add the American Rescue Plan as an agenda item

to their monthly meeting with the board members in absence of the superintendent. When asked to provide input regarding Tanana City School's use of the American Rescue Plan (ARP) Act Elementary & Secondary School Emergency Relief (ESSER) Fund and safe return to in-person instruction, the top priority was to begin and stay in school for in-person instruction, better internet, and extended learning opportunities. August 15th-19th 2022 the district conducted its in-service with all staff. The district contracts with a nurse who provided an update about COVID and the new CDC requirements. The update provided by the nurse was conducted in person and using the VTC equipment. All principals received a separate update regarding COVID mitigation procedures the week of August 8th, 2022 to be shared with all staff. August 31st, the board reviewed the COVID plan. The superintendent and other

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district administrators presented information regarding the feedback received from the community and staff members to the Regional School Board which was broad-casted district-wide. The Regional School Board held a discussion about how the ARP and Funds can be used to offset learning loss and how to best utilize the funding so that the students benefit educationally. TCSD plans sought additional input about the needs of the communities and how the district can best serve those needs as we reopened and stay in school. At the September board meeting, the TCSD Regional Board discussed and reviewed the updated plan. The TCSD board members represent the city, the tribe, community, parents and staff.

Coordination of Funds

Tanana City School District is coordinating with other federal funds by exploring the services being offered and working in tandem with these services to enhance existing programs instead of duplicating services. By working with the existing programs, the students and staff will be able to maximize the funding being offered and build on the existing resources. Through the shared services agreement with Yukon Koyukuk School District, both districts are working in partnership to further the resources provided. In addition, any new funds received will be managed with the same expectation of offering services to have the most impact on the students.

Use of Funds

** E.2. Describe how the district will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ESSER III funds) 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 programs.*

Tanana is utilizing the funding and has hired a reading coach part-time. TCSD has also purchased new curriculum for literacy, hired a distance education teacher to provide targeted instruction on how to teach reading through its partnership with YKSD, the district is focusing pd on effectively teaching through a 90-minute reading block, and will be purchasing additional researched based early learning reading assessment program, Accelerated Reading. For special education students, reading mastery kits are provided, a special education contract through SERRC also provides onsite visits, and the district is also investing in additional tutoring for students in tier 2 and 3. As the Tanana City School District operates its school in the 2023-2024 school year, we are very cognizant of the academic impact of lost instructional time during the previous three years. Furthermore, as a 88% free/reduced school district demographics, we have heightened concerns about the sustainability of academic skills acquired during blended learning. In our efforts to mitigate this learning loss, we will continue to enhance internet in the classrooms and we are adding infrastructure to each of the communities. To ensure these remediation and interventions are successful, we are partnering with YKSD to benefit from 2 full-time, certified Reading Specialists to work with students one-on-one and/or in small group settings. The district has also is partnering with YKSD to benefit from a certified Math specialist. Funding for these positions will be allocated for a minimum of 3 years. It is our intent to mitigate early childhood loss of learning which forms the permanent foundation for the progression of literacy, mathematics, and critical thinking skills along the learning continuum. The Alaska State Mentor program visits TCSD four times per year at a minimum to work with the new teachers. YKSD also sends seasoned administrators to Tanana to help implement new reading material.

The implementation of evidence-based interventions will be paramount in diminishing academic deficits incurred as a direct result of COVID-19 restrictions in school and the classroom teacher's inability to effectively differentiate instruction and group students and closely monitor their progression. ARP ESSER Funds will be utilized to purchase various instructional support materials with the intent of targeting academic deficits and mastery of grade level content standards. The following researched and evidenced-based interventions and strategies will be funded (if required) and implemented through teacher training and used with fidelity to mitigate COVID-19 loss of learning and its associated mental health issues:

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Accelerated
Reading Reading
Wonders Star
Reading
MAP Assessment
NWEA State
Assessment
Response to
Instruction 5 Step
Graduation Rate and credits complete

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