

Tipton Academy
ESSER III Narrative Plan
Supporting the Safe Return to Instruction and Continuity of Learning Plan

Tipton Academy has developed a comprehensive plan to address emergency preparedness in providing a continuity of instruction and safe return to instruction in response to the COVID 19 pandemic. Our school community has participated in meaningful discussion, consultation, and feedback to assist in planning and development of the needs and practices associated with the acquisition of resources to provide success to our students, staff, and families in pandemic or similar related circumstances.

PLANNING, DEVELOPMENT, MEANINGFUL CONSULTATION WITH STAKEHOLDERS:

Our planning began in March of 2020 and has continued to take place throughout the pandemic. While our understanding of the needs of our school community has grown with each new phase of the pandemic, we are consistent in maintaining our mission and pillars throughout our decision making process. We remain ever-strong in the belief that we are a family community and it our goal to best meet the needs of the diversity and circumstances within that community by providing safe and equitable access to all of our students.

We have had meaningful consultation throughout our development in a variety of ways:

*Staff meetings
School Improvement Team and Subcommittee Meetings
Parent Surveys
PTO and Administrator Meetings
State & County Network Work Groups
Administrative Team Meetings
Board Meetings
Leadership Meetings
PLC Meetings
One-on-One Meetings*

We have focused on 7 areas in our planning and development:

- Health & Safety*
- Instructional Design*
- Access to Technology/Instruction*
- Professional Development for Staff*
- Communication & Support for Parents/Families*
- Social Emotional Wellbeing*
- Meals & Home Resources*
- Budget & Staffing*

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We have done so through the lens of our mission and pillars:

OUR MISSION:

Tipton Academy, in partnership with students, staff, parents and community members will challenge all students to realize their full potential by providing them with the highest quality educational program through individualized academic achievement, high moral standards, and strong family and community engagement.

OUR PILLARS:

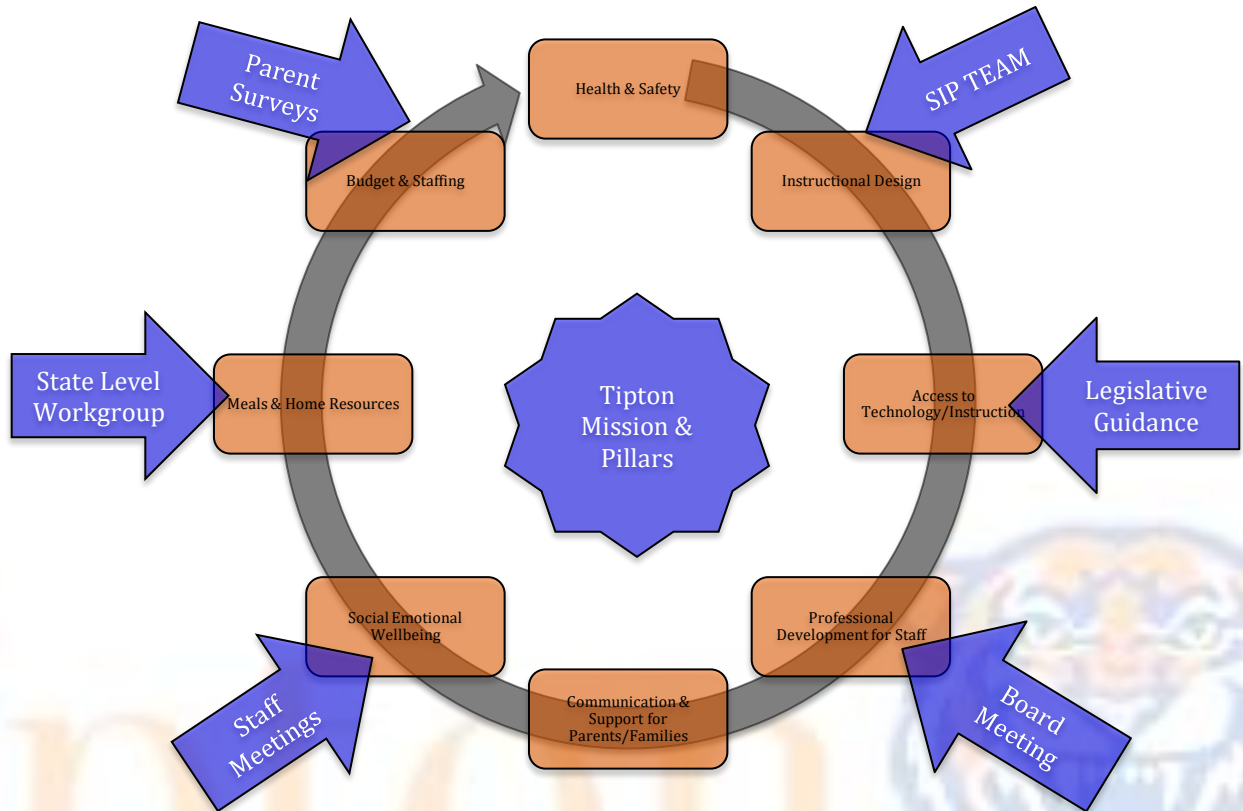
1. High Moral Standards: *Students will be held to high levels of moral and behavioral expectations during interactions with peers and staff members.*

2. Family and Community Engagement: *We strive to have a family environment where students, staff, parents, and the community will participate in creating a lifelong value for lasting bonds, a sense of belonging, service, and community involvement that leads to student and adult success.*

3. Equitable Learning Experience: *Our students will be provided an equitable education providing programs and academic experiences based on their individual needs that will help them to achieve their full academic potential.*

We had meaningful consultation with our stakeholders in multiple ways presented in the diagram below:

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USE OF FUNDS TO SUPPORT NEEDS:

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:

Funds will be used to implement prevention and mitigation strategies that are to the greatest extent practical consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate for in-person learning:

1. Funds will be used to purchase and provide additional cleaning and sanitization, PPE including masks, gloves, desk shields, furniture and facility updates such as entryway systems, contactless equipment, etc. to promote proper cleaning and distancing, cleaning staff, and air system upgrades.
2. Funds will be used to purchase, install, and train on equipment, as well as infrastructure upgrades in electrical and networking to create hybrid learning classrooms to integrate virtual access to in-person classrooms. Funds will be used to address the academic impact of lost instructional time through the implementation of evidence-based interventions such as:

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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:

3. Funds will be used to provide wages and benefits for additional staffing support in areas of need as a result of the pandemic including teacher substitutes, office support, student behavior support, technology support, academic intervention support, and social emotional learning.

4. Funds will be used to support learning loss directly through the purchase and implementation of evidenced based academic intervention resources, including digital access, staffing, and summer programming.

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

The LEA will spend its remaining ARP ESSER funds

5. Funds will be used to provide bonus stipends to assist in recruiting and retaining staff during a staffing shortage, as well as for additional challenges and work performed associated with pandemic learning as a direct result of the COVID 19 pandemic.

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.

The LEA ensures that the interventions it implements will address the academic impact of the 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, ELL, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. All students will be provided access through one-to-one devices, fluid access from virtual to in-person as needed by each student's situation, additional compassion, flexibility, and creativity in getting students access including at home Wi-Fi, home visits and drops of materials or supplies, and scheduling for students with disabilities.