

Hoonah City School District (19) - FY 2022 - COVID Relief - Rev 1 - ARP Act: ESSER III

Section A: District Plan for Safe Return to In-Person Instruction and Continuity of Services

* A.1. Describe how the district developed the plan for the safe return to in-person instruction and continuity of services. Provide how the district sought public comment on the plan and took such comments into account in the development of the plan. Include which stakeholders were involved in the development of the plan.

The District Superintendent and teacher, Dr. Michael Akers participated in the DEED School Reopening series of webinars for 8 weeks before beginning. After this, the steps for developing the plan are as follows.

- Adopt the state Reopening Plan Template
- Develop a Planning Team made up of: superintendent, certified staff, students, classified staff, school board member, parents, tribal representative, health care professional, community member
- Train team members
- Hold community meetings to seek input
- Utilize community input in plan development
- Develop the plan
- Hold community meeting to review the plan and get input
- Make modifications to the plan based on input from community meeting
- Present the plan to the Hoonah School Board for discussion and approval
- Submit the plan to the Department of Education for vetting
- Make plan changes based on Departments recommendations
- Finalize and adopt the Plan
- Train all stakeholders, purchased necessary supplies, identify who will be in charge of aspects of the plan.

The Superintendent developed a team of stakeholders which included teachers, parents and other community members to complete the Smart-Start Plan. The FY22 mitigation Plan was developed with the FY21 Smart-Start Plan as a guide. The City of Hoonah Mayor was consulted regarding City safety resolutions, a parent round table was held on August 17, 2021 to solicit parent and community input on the mitigation plan. On August 19, 2021 the Hoonah City School District School Board discussed the plan and offered 2 opportunities for public input into the plan. During these public meetings, participants asked questions but did not make any recommendations for changes.

* A.2. Provide the link to district's plan.

www.hoonahschools.org

Click on the "Smart Start Plan" in the heading or Hoonah Schools FY'22 Mitigation Plan

Section B: Stakeholder Consultation

* B.1. Describe how, in the planning for the use of ESSER III funds, the district provided opportunities for input and engaged in meaningful consultation with stakeholders including, but not limited to: students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; Tribes; and other stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory children, children who are incarcerated, and other underserved students.

On Tuesday, August 17, the superintendent held a public roundtable to discuss the Hoonah mitigation plan and recommended activities for the ESSER program.

ON Thursday, August 19, 2021 the mitigation plan was a discussion topic for the School Board. The ESSER programs were included in a grant report open for public comments as well.

On August 16, 2021 the superintendent met with administrative support staff in the school specifically to discuss the ESSER programs and the needs of the school District.

On August 13, 2021 the superintendent met with the Hoonah Mayor to discuss the FY'22 mitigation plan, City resolutions and shared activities.

Because HCSD staff do not return to work until September 7, 2021 and most of the staff have left town, it has not been possible to get their ideas. Meetings will be held in the first quarter to get additional recommendations for the use of funds.

SWD, homeless children and their families will be included in all ESSER activities and additional supports will be developed as school reopens.

The Superintendent and Principal will meet regularly with employee stakeholders and community stakeholders to continue to develop the ESSER II and ESSER III programs. Because this is a new administration, there was not time to do this before the due date of August 23.

However, The Community meeting on August 17 did seek input on the ESSER programs.

Section C: Identifying Needs

* C.1. Describe the extent of the impact of the COVID-19 on student learning and student well-being, including identifying the groups of students most impacted by the pandemic.

Although Hoonah City School always allowed for in-person learning, when the community was on red alert students took home computers and conducted their studies remotely. Some students did not have enough supervision nor did they have the independence to login and participate appropriately thereby resulting in their falling behind.

After school activities, community gatherings and extra curricular activities were non-existent causing significant stress on students and staff. Socialization was also non-existent.

Although Hoonah is a fairly progressive community, it is small and it is common for several generations of family to live together in small housing units. School was a welcome escape for children. When the community was on red alert, students were stuck in these circumstances adding to the stress of the pandemic.

Although Hoonah City School tried to continue providing support services for students with disabilities throughout the pandemic, this group of students suffered the most. Often their parents did not send them to school for fear of being exposed to the virus.

Middle school and high school students also suffered significantly due to the lack of student activities and social events.

Section D: Coordination of Funds

* D.1. Describe how the district will coordinate with other federal education funding (i.e., other COVID Relief funding, ESEA, IDEA, CTE, child nutrition).

All activities provided through Covid/ARP funds will include breakfast and/or lunch including summer programs. Arrangements will be made to accomodate students with disabilities and to facilitate culturally responsive practices throughout.

Learning programs established under these acts will utilize the assessments identified in ESEA programs for targeted support.

Whenever possible Career Pathways will be supported for high school students as they progress on to post-secondary options.

Reading Intervention will include students with the most need in grades 1 through 5. This program is partially funded through a partnership grant with Southeast Island School District.

Section E: Use of Funds

* E.1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

Funds will be used to establish vaccination clinics for students and staff eligible.

Routine Covid testing will continue until such time as most students, staff and community are vaccinated.

Morning temperature checks will continue.

Funds will provide for extra custodial staff to support increased cleaning and disinfecting.

Disposable masks will be purchased for students and N95 masks for adults in the building.

* 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.

Part of a Reading Intervention position will be funded through ESSER III.

A Librarian will be funded through this program to provide in-school and after-school programs.

A highly qualified paraprofessional will be hired to work with the 1/2/3 grade classrooms to provide more effective center learning and to increase the number of adults working in these combination classrooms making learning more individualized. from June 15 through 29 and will include reading, math and credit recovery.

* E.3. Describe how the district will use funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.

Hoonah Schools will employ a full-time social worker to provide continuous support for students and families. ,

A part-time counselor will also provide academic and post secondary support for the school.

Although not finalized, HCSD hopes to develop an agreement with SEARHC to provide in-school presentations and summer availability. This is still under discussion.

Through support from a SeaAlaska grant, Hoonah staff receive regular PD in Culturally Responsive classrooms.

Through a grant with AASB, HCSD receives regular training in SEL and Trauma informed classrooms.

Through work with a Partnership grant with Hydaberg, HCSD is developing PBIS systems to support students' social growth.

* E.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs.

N/A

Section F: Evaluation

* F.1. Describe how the district will evaluate the level of implementation and effectiveness of programs funded.

HCSD utilizes the MAP assessments from NWEA as benchmarks and will continue to do these during in FY'22 school year.

The reading intervention program used is iReady which includes an assessment given regularly to follow student programs and recommend changes in intervention.

During the FY'22 term, HCSD will convene a group of primary educators to review, select and implement an effective reading assessment for primary children.

Attendance at after school programs will determine effectiveness for them.

Section G: General Education Provision Act (GEPA)

* G.1. Describe how the district will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

Any and all students who are experiencing barriers to learning will be immediately provided with support from the school social worker and/or counselor.

HCSD accepts all students in its programs and supports diversity in learning. As an Equal opportunity district no limitations are placed on any student and/or staff.

Board policies support all state and federal statutes regarding nondiscrimination.