

CRRSA Act- Elementary and Secondary School Emergency Relief (ESSER II)

Contacts: Edward Pekar and Leah Shreckengast

Status: Awarded in Compliance

Granting Agency: AK EED

Funding Request: \$13,630,208

Beginning Date: March 13, 2020

Completion Deadline: September 2023

Description: The CRRSA Act ESSER II funds are designed to allow the District to prioritize educational and health and safety needs during COVID-19. These funds can be used in support of other federal grants, principals and school leaders, coordination with other agencies, addressing needs of special populations, developing procedures to improve preparedness, training on minimizing spread of COVID-19, purchasing supplies to sanitize facilities and equipment, planning for long-term closures, purchasing educational technology, providing mental health services and supports, summer programming for special populations, school facility repairs to reduce risk of virus transmission, improving the indoor air quality in facilities, and other activities to ensure continuity.

Summary of FY22 Activities:

Technology	\$3,695,000
Staffing, Wages/Benefits, Leave	\$2,316,317
PPE & Mitigation	\$1,235,748
Equipment	\$900,000
COVID Impacted Costs	\$3,500

ARP Act- Elementary and Secondary School Emergency Relief (ESSER III)

Grant Name: ARP Act- Elementary and Secondary School Emergency Relief (ESSER III)

Contacts: Edward Pekar and Leah Shreckengast

Status: Awarded in Compliance

Granting Agency: AK EED

Funding Request: \$30,611,511

Beginning Date: March 13, 2020

Completion Deadline: September 2024

Description: The purpose of the funds is to help meet a wide range of needs arising from the coronavirus pandemic including reopening schools safely, sustaining their safe operation, and addressing students’ social, emotional, mental health, and academic needs resulting from the pandemic. School districts must reserve at least 20% of the funds to address learning loss.

Summary of FY22 Activities:

Technology	\$2,983,474
Staffing, Wages/Benefits, Leave	\$6,912,530
PPE & Mitigation	\$750,000
Equipment & Materials	\$3,000
COVID Impacted Costs	\$1,116,928

Lower Kuskokwim School District (31) - FY 2022 - COVID Relief - Rev 0 - 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 Leadership team developed the LKSD Smart Start Plan and Safety Protocols over the last year with feedback from YKHC, the LKSD Board, and Site Administrators. YKHC was provided with the Safe Return to Learn InfoGraphic, the district Smart Start Plan and Safety Protocols, and site-specific prevention plans for feedback. The only YKHC input was from Dr. Ellen Hodges indicating new YKHC guidance may be provided pending updated CDC guidance. The district Smart Start Plan and Safety Protocols were also presented for review and feedback during a Strategic Improvement Team Meeting (May 18, 2021; comprised of parents, community members, tribal representatives, paraprofessionals, associate teachers, teachers, administrators, and district leadership) and during the ASLI Conference (June 3, 2021; teachers and administrators). The week of June 7th, 2021, the Safe Return to Learn InfoGraphic and the LKSD Smart Start Plan and Safety Protocols were posted to the district website for the public to review along with a survey link to offer feedback. The district will continue to revise as appropriate based on updated CDC and YKHC guidance and stakeholder feedback.

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

https://www.lksd.org/UserFiles/Servers/Server_98428/File/A%20LKSD%20Smart%20Start%20&%20Covid-19%20Protocols_Updated%206-1-2021.pdf

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.

LKSD has worked to consult with various stakeholder groups regarding the greatest needs resulting from the pandemic along with input on activities and initiatives to be supported with ESSER funds. In addition to encouraging stakeholder participation on DEED's "Thought Exchange," the District surveyed parents and families, tribal leaders, tribal representatives, and all staff in May of 2021. Allowable uses of funds were presented for review and feedback during a Strategic Improvement Team Meeting (May 18, 2021; comprised of parents, community members, tribal representatives, paraprofessionals, associate teachers, teachers, administrators,

and district leadership) and a CNE-PAC (May 7, 2021; Central Native Education Parent Advisory Committee) Meeting. In August of 2021, site administrators and students were given additional opportunities to offer input on needs via survey. American Rescue Plan feedback forms will continue to be made available to parents and families during community meetings at the school or upon request. The District Leadership team continues to review broad stakeholder input to inform planning of ESSER funded activities.

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.

All LKSD students' learning and well-being was greatly impacted by the pandemic. Widespread lack of internet connectivity and remote learning from October through March, for some schools through April and May, significantly disrupted student learning. With minimal data from Spring 2021, it will be essential this school year to collect data, identify gaps, and accelerate learning. LKSD will use a variety of data to identify groups most impacted and inform instruction and interventions including, but not limited to: NWEA MAP, Graduation and Drop Rates, Yugtun Proficiency Tests, Diagnostic Screeners, Social Work Reports, Attendance and Chronic Absenteeism Rates, Discipline Reports, and Early Warning System Reports. Site and district needs assessments are drafted each spring and finalized each fall upon further data review as part of school improvement planning using a continuous improvement model.

In addition to the negative impacts of COVID-19, LKSD hopes to build upon some of the positive impacts that resulted from the pandemic. This includes improved communication between families and educators, students reporting feeling more connected to their culture, increased technology skills, and more student-centered lesson planning and instruction.

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).

The LKSD board and administration operates using the Strategic Thinking Model and is driven by the LKSD Board's "Key Measures" to focus our district-wide improvement efforts on student achievement. The Strategic Improvement Team, comprised of a comprehensive group of internal and external stakeholders, works to develop and change existing action plans informed by significant amounts of input from stakeholder groups including CNE-PAC, parents, principals, teachers, Advisory School Board members, and the public.

In addition to the focus on student performance outcomes, the Strategic Thinking Model has provided a venue to increase the coherence in our planning processes. The systems model provides a common planning focus for our District and School Improvement Plans, School Goals, ESEA funds, IDEA, CTE, and budget priorities. ESSER and other COVID relief funds have been agenda items at recent Strategic Improvement Team meetings and will be coordinated using the same systems model.

Each LKSD school operates using a school-wide plan which serves as the master plan to coordinate programs and services. It contains information about current levels of student performance and program development, visions for the future, and action steps to make the visions a reality. The school-wide plan coordinates services between ESEA and other federal programs. School-wide programs provide sites a mechanism for comprehensive school-wide reforms. School improvement teams, comprised of school, family, and community stakeholders, conduct an annual needs assessment and develop comprehensive plans to address identified needs.

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.

LKSD will use ESSER funds in a variety of ways to implement prevention and mitigation strategies. The District will employ a coordinator to oversee COVID response, screening, and reporting and act as a safety protocol and mitigation strategy lead. Other measures include a district wide increase in custodial hours for cleaning and sanitization, ventilation improvements, air purifiers, materials to ensure universal masking, hand hygiene, and social distancing, cameras for contact tracing and monitoring social distancing, and busses and staff to allow for socially distanced transportation to and from in-person learning. LKSD will continually refine our protocols handbook to ensure alignment with current guidance from the CDC and YKHC.

* 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.

LKSD will reserve, at minimum, 20% of its ARP Act allocation to address learning loss.

Each site will be allocated an additional instructional aide to support students or groups identified with the greatest needs. These instructional aides will receive training and professional development in evidence-based intervention strategies.

Robust summer school, intensive, and extended day opportunities are available to students at a District and Site level. The initiatives vary by site and are informed by a local needs assessment and are coordinated with other site-based initiatives as part of the school-wide plan. Each of these various programs use Tier I, II, and III District adopted evidence-based curriculum and interventions and a variety of instructional delivery approaches (acceleration, skill building, remediation, differentiation) and assessment (pre and post assessments, progress monitoring) to monitor program effectiveness.

During LKSD's Annual Fall Conference (a three-day professional learning event for all instructional staff) all teachers will receive CORE reading training to equip staff at all grade levels, regardless of content area, with the tools they need support the building blocks of reading. On-going CORE professional development and support will continue throughout the 2021-2022 school year. ESSER funds may be coordinated with ESEA to expand and support this.

* 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.

LKSD will continue to fund school social workers and Sources of Strength, a peer led suicide prevention program, using ESEA funds. ESSER funds will be coordinated to expand personnel and programming as appropriate and possible.

ESSER funds will be coordinated with ESEA funds to expand District level extended learning opportunities. These opportunities include enrichment, credit recovery, college/career readiness acceleration academies, CTE and trades academies, arts and film academies, and academic boot camps. These learning opportunities will occur throughout the school year and during the summer. These extended learning opportunities are primarily hosted in Bethel, where students have access to facilities and resources that may not be available in their home village or school.

See E.2 for site-based summer enrichment programming.

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

LKSD will sustain existing tuition based preschool opportunities in the District should cohorting or quarantines impact the ability to collect tuition and operate by supplementing costs if needed.

LKSD will reestablish preschool programs that have dwindled due to lack of grant funding. During FY22, The District will use ESSER funds to restart programs in schools that have classroom space available and have previously had established early childhood programs in place (Nuniwarmiut School, Akula Elitnaurvik School, Akiuk Memorial School, Ayagina'ar Elitnaurvik, Paul T. Albert Memorial School). These programs will be staffed by certified teachers whenever possible, but may be led by classified instructors.

Section F: Evaluation

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

Annually, the District leadership team and various program coordinators and managers complete a Programs and Activities Summary with evaluation and participation data. ESSER funded activities will be included in this report, which is shared with various stakeholder groups and available to the public. Additionally, programs will be incorporated into the Strategic Thinking Team's action plans to be monitored for level of implementation. Measures of effectiveness will vary based on program, but data points will include: program participation, NWEA MAP scores, School Climate and Connectedness Survey Result, Pre and Post Assessment, Yugtun Proficiency Test Scores, Graduation Rates, and Certificate Accrual.

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.

The District's mission is to ensure bilingual, culturally appropriate and effective education for all students, thereby providing them with the opportunity to be responsible, productive citizens. The LKSD School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

STEPS:

- Implement a district strategic planning process (Strategic Thinking Model) to identify and address educational barriers and create action plans to improve the academic performance of all students.

- Ensure the District Strategic Improvement Team represents a broad spectrum of stakeholders (such as parents, community members, tribal organizations, students, teachers, principals, classified staff, directors, administration, board members).
- Give employment preference to American Indians/Alaska Natives to the greatest extent possible for positions funded from awards that are primarily for the benefit of Indians such as the Indian Education Formula Grant. Provide language programs such as and Yup'ik Immersion Elementary School and the Dual Language Enrichment Model to support the Yup'ik language and to provide curricula and materials written in the Yup'ik language.
- Conduct child find activities to identify children with disabilities who need services and post notices in both the English and Yup'ik language.
- Provide social workers and counselors to coordinate a wide variety of counseling, consultation, and referral of services to students, family, schools, and communities.
- Provide cultural responsiveness training for new teacher induction training. Offer interpretation services to parents as needed and appropriate.