

Northwest Arctic Borough School District (37) - FY 2022 - COVID Relief - Rev 2 - 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.

June 2021

Regional School Board--June 8th

Presentation to Regional School Board and District staff (Teams Meeting)

Tribal/Community Leadership Meeting--June 15th @10AM (audio conference)

Presentation to Tribal and other regional stakeholders

Parent Forum--June 15th @7pm (audio conference)

Presentation to parents, students, and other interested community stakeholders

Public comments taken at all meetings with follow-up online survey for written comments

ARP presentation materials were emailed to regional leadership and posted online for the public

Assistance Superintendent also sought feedback from both the State and Local Health authorities on the revised contents of the district's ARP Mitigation Plan. Much of the plan was a continuation of the district's Smart Start plan updated for the current level of operation, new CDC guidance for schools, and incorporated feedback from stakeholders from the spring semester and then again during the June ARP meetings with stakeholders.

Additional information was added under continuity of services to clarify that any at-home schooling will only be offered through the NWABSD Home School moving into the 2021-2022 school year

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

[NWABSD American Rescue Plan \(ARP\) Act Mitigation Plan](https://www.nwarctic.org/cms/lib/AK01001584/Centricity/ModuleInstance/7130/NWABSD%20District%20Mitigation%20Plan%208.12.21.pdf)

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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.

June 2021

Regional School Board--June 8th

Presentation to Regional School Board and District staff (Teams Meeting)

Tribal/Community Leadership Meeting--June 15th @10AM (audio conference)

Presentation to Tribal and other regional stakeholders

Parent Forum--June 15th @7pm (audio conference)

Presentation to parents, students and other interested community stakeholders

Public comments taken at all meetings with follow-up online survey for written comments

August 2021

Administrators & Staff

Presentation and overview to staff during inservice with the opportunity for feedback

Optional additional meeting on migration plan specifics

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.

A review of MAP data at the end of last school year shows that the pandemic has somewhat negatively affected overall student academic growth although not as greatly as anticipated when looking at MAP scores across grade levels. Younger students appear to have less overall growth than a typical school year in core subjects like math and reading. Because of prolonged fully remote and/or hybrid learning the groups most effected included those families with no or limited access to internet service which impeded their ability to fully engage. Paper packets/audio options were given as an alternative, but some activities were unavailable to all students.

On the spring climate and connectives survey, students indicated (64%) that it was difficult for me to use the distance learning tools and 80% agreeing that they felt overwhelmed by trying to keep up with my school work. We anticipate a continued increased need for additional social-emotional student support in all schools.

The district was able to maintain foodservice distribution for all students to ensure access to both breakfast and lunches throughout the school year regardless of which mode of learning the school was operating level.

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).

NWABSD is leveraging and braiding current funding to strategically budget known and anticipated costs to expand and improve the district's services and student supports.

The district will unitize all current funding sources while prioritizing with COVID funding those expenditures that will increase our capacity to meet the needs of all the students of the region.

During the FY22 school year, the district will utilize ESSER II funding for personnel expenses related to providing social-emotional support, including counseling support.

ESSER III funding will be used to address learning loss through the purchasing of an up-to date ELA curriculum, which will include expanded evidence-based MTSS support for all children.

The district will also continue to support the district's K-12 one-to-one educational technology initiative.

Facility upgrades to improve air quality will also be completed.

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.

The district current mitigation plan is update to date with all current guidance as required

Sufficient funding has been set aside for general COVID supplies that will be needed to safely operate each school for in-person learning such as PPE and continued enhanced cleaning of the all school facilities.

* 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.

Funding will be used to address learning loss through the purchasing of an up-to date ELA curriculum, which will include considerable expanded MTSS support system.

Through the extensive implementation of an updated ELA curriculum and additioanl evidence-based interventions for both elementary and secondary struggling readers the district will be addressing any form of learning loss or the aftereffects of such learning loss as a result of sustained school closures during the 2020-2021 school year.

In addition the district will be expanding evidence-based practices in the area of writing and will offer systematic interventions for students who write below grade level.

Addition of updated Science curriculum which is cultural and project based. District will create local culturally responsive, place-based, high school science curriculum/implementation, related professional development and stakeholder involvement.

Summer enrichment, tutoring, and after-school programs will be supported by other district funding

* 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.

We have been open for in-person instruction since the beginning of the school year in August 2021. In the event that a student, a group of students, a class or a school is closed, the LEA will continue to provide instruction via our distance learning procedures (which have been followed throughout the year as temporary quarantines and closures occurred). All students have a personal device from the school that will allow them to seamlessly transition to distance learning for the required time. If access is an issue the district will provide paper/pencil instructional materials. Students with disabilities and English learners will continue to have their needs met through distance learning procedures by either the classroom teacher or the special education teacher. Expanded social-emotional support is being offered through the use of materials from the Committee for Children, focused homeroom activities to target high school students have been implemented, and the hiring of additional counselors.

Food service continues for all students through deliveries to homes if a school closure is required

Summer enrichment, tutoring, and after-school programs will be supported by other district funding

* 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.

Evaluation of funded programs will be integrated into the district's annual improvement cycle and needs assessment process which includes stakeholder surveys and review of all relevant current assessment data.

At the beginning of each year and throughout the year, stakeholders review current data, realign goals and objectives in the school wide plans, refine strategies and implement the revisions. This is a continuous ongoing process to meet student needs. Yearly data is collected and analyzed for the annual needs assessment and overview of measurable outcomes implementation. This information will provide the needed information to evaluate the effectiveness and fidelity all funded activities with revisions of activities based on review of student academic data, student/parent surveys, and principal and teacher feedback

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.

Northwest Arctic Borough School District (NWABSD) serves an academically, culturally, and socio-economically diverse population of children and families. However, because of geographic remoteness, it is noted that the population is predominately Alaska Native (Inupiaq). The district and the Board of Education are strongly committed to equal access and treatment for all students, families, employees, and the general public.

NWABSD's policies of nondiscrimination guides and governs decision making at all levels. Such policies incorporate principles of not discriminating against children, parents or guardians of children, employees, applicants, contractors, or individuals participating in board and/or agency sponsored activities. The district and board are committed to the provision of equal access in all child/family/employment and business programs, activities, services and operations that are deployed or provided directly by the board, as well as those operated or provided by another entity on behalf of the board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

NWABSD's Human Resources and Personnel Department monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts should they arise, the district has established grievance procedures related to equal access for applicants, employees and/or children and their families alleging discrimination. These procedures are accessible for use by consumers, employees, and the general public. The district also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes.

NWABSD and its partners are committed to implementing specific strategies for ensuring equal access to and participation within all grant activities, staff of partnering agencies, and employees. The following steps will be carried out with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

- Develop and coordinate advisory stakeholder meetings to guide and refine the work throughout the grant.
- All grant program-related sessions/activities should be held in Americans with Disabilities Act (ADA) accessible and compliant facilities. As needed, the grant staff will further develop and implement a 'plan of action' that will address the identified special access needs indicated by program registrants that go over and beyond the access provisions of the ADA facilities, themselves.
- Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by NWABSD and the partners.
- Hire, recruit, and involve individuals from a variety social and groups, multi- lingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.
- Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges or backgrounds.
- Provide access for advisory members of the program and participants to attend grant meetings, activities, and workshops, as needed and if available.

- Offer multi-lingual services for consumers and others as needed and appropriate.
- Arrange for assistive technology to provide information and access through on-site and district media.
- Post information materials, schedules of events, and program assessments on the internet, through radio and on-site – which will enable access to all stakeholders.

NWABSD policies, procedures and practices are designed to help to ensure that principles are reflected in our work with children and the community: valuing diversity and similarities among all peoples; understanding and effectively responding to cultural differences; willingness to continually engage in cultural self-assessment at the individual and organizational level; making adoptions to the delivery of services; and institutionalizing cultural knowledge and avenues for improvement in programming and service delivery.