

Program Details

Hydaburg City School District (20) - 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.

Hydaburg School involved many stakeholders in developing its Mitigation Plan which holds the safety and health of its students as the top priority. The district consulted with the Education Commissioner, Michael Johnson, and the state Medical Director, Anne Zink. From there as the administrative team began to put together a draft plan, they included the Mayor of Hydaburg, the Tribal Administrator and parents. At several board meetings there were sessions open to the public to seek public comment. The draft plan was reviewed and comments from parents and community members were taken.

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

<https://hydaburg.k12.ak.us/covid-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.

In the planning for ESSER III funds the district invited the public to several work sessions. Students, parents, staff, school board members, tribal members all participated in the process. Many of the stakeholders represented students of special populations such as those with disabilities, migratory children and children in foster care. In May 2021 a meeting was held to plan for the ESSER II funds and then again in June (6/23/21). At a July meeting there were about 30 people in attendance to discuss both the current district plan to keep students safe (the Mitigation Plan) and to spend the ESSER III funds from the state.

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.

The impacts of the Covid 19 pandemic have been far reaching in Hydaburg. In addition to students falling behind in grade level benchmarks, as measured by MAPs and PEAKs academic assessments, the School Climate and Connectedness Survey shows students' social/emotional states and their feelings of being cut off from their school support system and structure. Some of our programs were annihilated due to the fact they are dependent on attendance and in-person experiences. Some of these programs have included our CTE program and our cultural events both of which are heavily dependent on connections with other people and hands-on participation. Community Engagement of course was also severely impacted. Parents and other community members have not been able to participate with our students in the classroom. Sporting events were also impacted negatively.

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 district has taken into consideration and evaluated other federal funding to see where there are gaps that could be filled temporarily by this funding. Activities will be added to enhance delivery of services in the extended school year in order to fill learning gaps. The Superintendent, Assistant Superintendent, Federal Programs Manager and Special Services Coordinator meet to coordinate all the strands of funding including the federal programs and large, competitive federal grants the district has been awarded. Areas of emphasis taken into account are Social Emotional Learning, Culturally responsive Learning and Place-Based Learning.

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 has been intentional with consistent messaging reflecting the most recent guidance from the state and the CDC. By implementing measures such as visitors presenting vaccination cards, checking temperatures, and enforcing mask wearing, the school has been able to be 100% in person this year. In order to continue this track record the district will improve its facilities ventilation in all classrooms, lunchrooms and gym so that when colder weather hits, the indoor air quality will be as healthy as possible. At least 20% of the funds will be used to support students in learning outside the regular school day to fill gaps that have widened as the pandemic has continued.

* 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.

The district will use no less than 20% of the funds to provide tutoring at all levels before and after school, and to provide summer learning opportunities that contain both remediation and enrichment. Evidence based programs such as STRIVE Reading and Math U see will be implemented during the 2021-22 school year.

* 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.

The district puts great emphasis on the social/emotional needs of our students. A school counselor is dedicated to the elementary and one to the middle and high school. We also coordinate with other agencies such as Community Connections and the tribe, Hydaburg Cooperative Association, that provide support for students and families. Teachers and support staff are trained in techniques to enhance social/emotional learning. Near age mentors provide tutoring and cultural enrichment activities. Funds will be specifically used for summer school programs.

* E.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs. Hydaburg will not be using these funds to support our early childhood education program because it is solidly funded by other grants.

Section F: Evaluation

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

In addition to the staff periodically evaluating the effectiveness of the programs implemented, the school board has a Board Mitigation Advisory Committee whose sole purpose is to look at and evaluate the current procedures and programs funded by the Covid Relief money. The board meets every other month to discuss the current state of addressing student needs in the pandemic. Meetings are open to the public and tribal members and city employees are often in attendance.

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.

Hydaburg City School District does not discriminate on the basis of race, color, national origin, gender, religion, age, disability, sexual orientation, or marital or family status. Barriers which may unintentionally prevent access or participation in this project and grant activities include: Race, Disability, Gender and Age. We address race through being fully inclusive and instructing our staff in Culturally Responsive Teaching strategies. We address disability through appropriate training and a full inclusion model where appropriate. We address gender through paying attention to balancing opportunity for males and females while also acknowledging differences in gender identity. In terms of age, we make ensure our staff is age balanced in order that the talents of both youth and older individuals are honored.