Program Details

Lake and Peninsula Borough School District (30) - 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 Lake and Peninsula School District sees our American Recovery Plan as a fluid document that will be modified as we go through the coming months.... Due to the timing of the rollout of the American Recovery Plan it was difficult for the District to solicit the degree of input we are used to gathering as we make decisions. At the point in time we became aware of the American Recovery Plan our school year was over and most communities had begun the preparation for the fishing season. As a result, our initial planning was left to the remaining staff on hand.

What I would like to share is the communication tools and methods for input we used during this past year in dealing with COVID. It is our intention to continue with these same processes as we enter the 2021-2022 school year and modify our American Recovery Plan.

First and foremost, in our communication and decision making is the Lake and Peninsula School Board. The Board along with support from the Superintendent and the administrative team charts the District's path. In the case of this past year the Board directed the Superintendent to establish a District Covid Advisory Team as well as a local Covid Advisory Committee within each Village.

The District Covid Advisory Committee was comprised of the Superintendent, the District Covid Liaison, a representative from the Borough Mayor's Office, a Board Member, and our Regional Public Health Nurse. This group met each Monday and was impowered by the Board to make decisions as needed on the operations of schools in regards to issues of Covid.

At the Village level we have in place two groups to assist with making decisions in regards to school operations and Covid concerns – a Local School Advisory Committee (LSAC) & Village Covid Advisory Committee (VCAC).

The District Covid Advisory Committee worked with the LSACs in putting into place District procedures for operating schools in light of Covid. These procedures included Daily Screening, Cleaning, and safety measures such as social distance and masking. The Village Covid Advisory Committee met with the District Covid Advisory Committee when decisions needed to be made in regards to Covid in the community and the impact of school operations.

As we move into the 2021-2022 school year it is the intention of the Lake and Peninsula School District to keep in place our communication structure

School Board

Administrative Team

District Covid Advisory Committee

Local School Advisory Committee

Village Covid Advisory Committee

At the beginning of the FY22 School Term we shall meet with each group mentioned above and review the District's American Recovery Plan. As the review takes place our plan will be modified to meet the recommendations of our stakeholders.

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

https://lpsd-web.s3.us-west-1.amazonaws.com/covid/LPSD-COVID-Mitigation-Plan-FY22.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.

Lake and Peninsula School District has disseminated a survey to all stakeholders asking for their input on our Covid Processes, instructional methods and interventions post-covid shut down. Nobody was excluded in this survey and all of our stakeholders have been encouraged to give feedback. In addition, the district is having administrative meetings, teacher meetings, and board meetings to further extract relevant information and ideas for moving forward. Lastly, the week of August 22nd is slated for administrative meetings with each of our twelve villages. Village councils, village leadership, local city government entities and Local School Advisory Committees will all be consulted this week to further understand the needs of our children, teachers and schools.

Survey statistics for types of stakeholders who responded.

ARP Survey Responses 1.18.22.png

34.29% of LPSD Teachers who completed the survey serve as LPSD Special Education Teachers and hold a Special Education Certification.

Student feedback has been solicited through ongoing involvement of the LPSD District Student government monthly during School Board meetings, monthly student body meetings to discuss concerns and issues that have arisen among the students regarding academics and social-emotional components as well. Assessment of individual student concerns is solicited through our School Counseling department on an ongoing basis. Our School Climate and Connectedness Survey (Spring 2022) will also give us great insight into student needs for use of ARP monies in the months ahead.

LPSD does not have stakeholders who are, English Learners, homeless children or incarcerated.

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.

Lake and Pen has been fortunate to be able to keep its doors open in most instances. We did shut down in the spring of 20 and for identified outbreaks during the 20/21 school year but for the most part, we were able to continue educating students. With this said, the

negative effects that Covid has had on our children are noticeable. While schools operated, travel was extremely limited which affected the already sparse opportunities for our small remote schools to receive services and for students to participate in extracurriculars. We are very concerned for the health and well-being of our students and plan to ramp up counseling services this coming school year. Academically, only two students district-wide slipped behind on their PEAK assessments. However, as a district we did not see the academic growth that we are accustomed to and are extremely concerned with our stagnant test scores. We are also concerned with the need for interventions for our students who have been behind academically and did not make academic progress. Other diagnostic assessments confirm these concerns and LPSD plans on ramping up intervention services for the coming school year.

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).

LPSD has the following funding resources that overlap with ESSER III American Rescue Plan monies supporting evidence-based interventions, student academic and social emotional growth of all students K-12 as well as staff district-wide (classified & certified).

ESSER II COVID Relief

- COVID Supplies/Testing Kits
- COVID Liaison
- Technology Replacement and device storage

CHILD

- Funding Early Learning program for LPSD (FY21-FY24)
- Technology purchases (iPADS)

ANE Tengesqaaq Grant

- Full Time Career Counseling Position
- Social, Emotional, Career Ready & Academic preparedness of students

State Literacy Grant

- Professional Development for Staff

- Mentor Support for Staff to encourage calibrated implementation of resources (Core Curriculum)

Federal Literacy Grant

- Purchasing of Science Curriculum
- Literacy support/Intervention Support through providing books for every child K-3 in LPSD Region yearly

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.

Currently (FY22) due to receipt of funding through the Department of Health and Social Services funding for Screening/Testing to Reopen and Keep Schools Operating Safely
we will utilize American Rescue Plan funding (FY23 and FY24)

* 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.

Under Section 2001(e)(1) of the ARP Act we will be will be addressing the academic impact of lost instructional time through the implementation of Intervention Specialists District-wide and Technology Liaisons for each LPSD School.

Intervention Specialists:

- Review current interventions, MAPS data, diagnostic testing results, PEAKS data on students to determine appropriate interventions alongside school staff and administration
- Work directly with high needs students one on one or in small groups supporting academic growth

Technology Liaison:

- Directly working with students and teachers in implementing educational programs via distance when communities were not open to visiting staff
- Actively working with staff and students remotely, promoting seamless virtual instructional practices throughout the school year
- Address technology challenges daily during the school year and prior to the start of the year
- 12 Tech Liaison's hired, one for each LPSD School

* 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.

These monies have supported hiring a full time School Counselor for LPSD (FY22-FY24), purchasing Social Emotional Curriculum District-wide (in process), and purchasing updated student and staff devices to support accessibility to School Counselors via distance for all students. Having a distance School Counselor hired allows for all students to have social emotional support through a professional no matter where they are allowing equity of resources to all students district-wide.

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

LPSD does not intend to utilize American Rescue Plan funding to directly support early childhood education programs due to LPSD's receipt a Federal CHILD Grant: Cultural Heritage Improving Learning and Development Grant (FY21 - FY24) which fully funds early learning education district-wide.

Section F: Evaluation

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

LPSD plans to use a variety of assessment scores/outcomes, the YRBS survey, the Career and Connectedness Survey and a student / staff survey at the end of each semester to gauge the effectiveness of our implemented programs.

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.

GEPA STATEMENT

Lake and Peninsula School District

With respect to the requirements of General Education Provisions Act, Section 427 (GEPA), Lake and Peninsula School District (LPSD) will take all steps necessary to ensure equitable access to and participation in the services provided through this project for **all** teachers and students. LPSD has duly adopted School Board policies and procedures to fully support Equal Employment Opportunity and Affirmative Action principles, practices, and programs. Specifically, School Board Policy 0410 Non Discrimination in District Programs and Activities states, “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.” Applicants or employees capable of performing the duties of a position or job classification may not be discriminated against because of a physical or mental disability. All students are provided access to a full and appropriate education in the least restrictive environment as well as all support necessary to ensure success.

In addition, we require all our partners for this project and all other work associated with LPSD have written policies and procedures to ensure full and equitable access for participants. Assurance that those policies and procedures are in place are a condition of doing business with LPSD. To ensure equitable access for all participants, as required by General Education Provisions Act (GEPA), LPSD will address barriers to participation in five specific ways related to the proposed project.

Steps to Ensure Equitable Access	
Step 1	**Accessibility and Accommodations:** All students will have access to the educational programs. Information involved District programs will be presented in diverse formats (audio/visual etc.) with accommodations in place for students with individual learning needs with the support of Special Education teachers and classroom aides as supported under students’ Individual Education Plans. Additionally, all equipment used for both distance learning and in-person intensives will be made accessible to all students with accommodations in place as needed.
Step 2	**Developmentally Appropriate and Culturally Relevant Program Content**:District programs are Standards Based leveled to different age groups ensuring that all students from Kindergarten through high school are able to successfully engage with the materials. Programs are designed with deliberate inclusion of content that is culturally relevant to the

	unique populations in the Lake and Peninsula region. The Curriculum Staff will oversee this cultural relevance of programming.
Step 3	**Professional Development:** Teachers and staff who receive professional development for District activities will be guided on how to ensure that their classroom activities are equitable and inclusive to all students.
Step 4	**Diversity of Speakers, Personnel:** Diverse local and regional guest speakers representing various relevant programs will be invited to participate in District activities, supporting equitable access to and participation in activities by local residents and helping to expand student conceptions knowledge to reflect their own cultural backgrounds. Diverse personnel will also be involved with the programs, and people with minority status, whether based on gender, race, or national origin, will be encouraged to participate.
Step 5	**Outreach**:Deliberate outreach will take place to ensure awareness and encourage involvement by all students and families in programs regardless of background. Staff, parents and students work together in LPSD's standards based system to develop plans and goals for all students' education.