

Southwest Region School District (45) - 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 worked with various stakeholders from around the district to develop the mitigation plan. The district scheduled two public meetings at each community throughout the year. These meetings were conducted through the Community School Committee in which parents and community members attended.

The district also met with the Tribal Councils within each community to get information and feedback about the mitigation plan. The meetings with the Tribals Councils occurred at least once but some Tribal Councils requested additional meetings.

The SWRSD School Board had several meetings in which the mitigation plan was discussed and parents participated in those meetings.

The district worked with the Southwest Region Teachers Association and with classified staff on the mitigation plan.

SWRSD frequently met with the a team of local and state health officials about the mitigation plan and the changes to the mitigation plan to ensure that safety recommendations were being met.

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

Here is the link to the districts plan - [SWRS COVID-19 Programs Overview](#).

Here is the direct link - <https://www.swrsd.org/site/Default.aspx?PageID=259>

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.

The district had several public meetings last year to discuss the initiatives and measures that were being taken to ensure student learning continued during the pandemic. The Superintendent had a meeting with each of the Tribal Councils, each of the Community School Committees where parents were invited, and each of the City Governments. Consultation with school leaders and teachers occurred on a continuous basis throughout the spring. During these meetings stakeholders provided input on a variety of topics including mitigation plans, specific areas of additional support to address learning loss, and methods of student and parent engagement that would work best for students. Input from these meetings will be considered when determining use of funds.

The district will continue to host a public meeting in each community to consult with stakeholders on the use of ESSER III funds. These meetings will be conducted in conjunction with a Community School Committee meeting and/or a local Tribal Council meeting. In either event, the public and the local Tribal Council will be informed of the meeting. Teachers, principals, and other educators will be informed as well.

There will be an opportunity for further consultation with stakeholders at several school board meetings.

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.

Starting back in March, 2020 and through the 2020-21 school year, there were significant periods of time throughout where students were not able to attend in-person school due to the pandemic. The broadband infrastructure in our communities were not robust enough to provide meaningful distance education opportunities. The result was the use of home-bound instruction through the use of academic packets provided by school staff. The return rate of those packets were dismal and the parent/student engagement was minimal. Even with dedicated "office hours" and "home contacts" made via telephone by teachers and staff, return rates and home learning were lacking. The MAP assessment is often used to determine growth for district initiatives, but the district was not able to administer a spring assessment. This severely limits the ability to capture "hard data" to determine learning loss. But with that said, learning loss was evident. There were instances of pandemic related transiency that contributed to the learning loss (students having to move to another household in a different village or in the same village to avoid exposure). MAP data analysis was completed using the most current data available.

MAP Reading growth as significantly lower in the 2020-2021 school year in grade K-5, which is about half the growth previous years.

The growth gap is smaller for grades 6-12 but the growth rates were still lower than previous years.

MAP Mathematics growth as also significantly lower in the 2020-2021 school year for grades K-5. That growth rate was anywhere between 37.5% to 85% lower than previous years. The growth gap is smaller for grades 6-12 are again smaller but still lower than previous years.

All students learning was impacted by the pandemic but students enrolled in online courses were significantly impacted because the only stable internet connection in our communities is through the school, which was inaccessible during periods of remote learning.

Research shows the importance of early learning and elementary students were significantly impacted because the instruction fell upon over tasked parents/guardians, many of whom had to work, have multiple children in the household, and might not have the knowledge to teach the content. The same could be said for the students in middle and high school as the complexity of content increases. Special education students are significantly impacted because of a lack of social interaction that is linked to more effective learning.

The pandemic had an effect on student well-being, as evidenced by a 500% increase in referrals to behavioral health and there were a number anecdotal evidence about the effect of the pandemic on student mental well-being. The group of students that seemed to be most impacted were the middle school to high school age groups.

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 will be seeking guidance from various program managers at DEED to determine if other federal funding can be used to support the projects outlined in the program details and budget narrative of this grant. The leadership team will review the guidelines of each federal funding source to determine how each funding source can be leveraged to support the identified needs of students, mitigation and prevention efforts, and address learning loss. It is also the goal to coordinate the federal funding sources to ensure students have the most effective learning opportunities.

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.

Prevention and mitigation are critical to ensuring the best education possible for students. These funds will be used to support the most recently adopted prevention and mitigation plans. The funds will be used to support screening efforts (thermometers), PPE's (masks, gloves, hand sanitizer), sanitation (mistors, disinfectants, hand sanitizer), air filtration, clean and functioning water systems, continue meal service, and other costs associated with sanitizing facilities, delivering meals and school work (salary and benefit costs).

* 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 following list is not a comprehensive list of initiatives or strategies implemented to address learning loss. The district is still gathering input from stakeholders in order to develop a comprehensive plan. These could change.

Additional after school enrichment and support programs
Integrated intervention time during the school day
Implementation of SuccessMaker for progress monitoring in reading (K-8)
Professional development for K-5 staff on new ELA curriculum to address learning loss
Professional development for all staff on effective use of online learning platforms
Professional development for academic RTI
Review math and social studies curriculum to determine next steps to address learning loss
Summer based enrichment and support programs
Reading interventionists
Technology that will support online assessments, online curriculum, improve instructional strategies and student engagement

* 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.

Review and adoption of district-wide SEL curriculum
Professional development for behavioral RTI
Behavioral Counselors

These services would be a universal service for all students.

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

Review and adoption of Pre-K curriculum
Professional development on implementation of Pre-K curriculum

Section F: Evaluation

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

This is a complete list of evaluation methods. It is a bank of ideas from which to start. This could change.

Attendance rates
MAP scores
Behavioral referral rates
Teacher Retention
Attendance of summer programs
Attendance of after school programs
Curricular assessments

Completion of distance delivered courses
Rate at which incomplete are granted at the high school level
Rate at which incomplete courses are finished at the high school level

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.

School Board Policy 0410 Non Discrimination in District Programs and Activities. 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. District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities.

The district has identified broadband access as a barrier to remote learning for the students in our communities. Currently, the broadband packages available to families are often unusable, making the idea of internet based remote instruction/learning impossible. The district is collaborating with various internet service providers to provide broadband access to students in our communities. This includes content servers in each of our schools and an internet service that will provide access to these servers, which will teachers to provide effective instruction to students via internet. This partnership will be part of the tiered framework for instruction.