

Program Details

Bristol Bay Borough School District (8) - 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.

BBBSD developed a board approved Smart Start 2020 SS2020 plan as the basis of our safe return to school in the fall of 2021. Over the course of the past year, the SS2020 was modified due to changes in Federal, State, regional and local advisories related to COVID-19 from both governmental and health agencies. These changes were vetted by the BBBSD School Board, staff, and community in monthly school board meetings and special meetings. Changes both short and long term are also part of weekly meetings with our Health Advisory Committee consisting of school administration, the directory of Camai Community Health Center, and a representative of the Bristol Bay Area Health Corporation. All collected information as well as the rollout of additional COVID resources were used to develop a mitigation plan for FY22.

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

<https://5il.co/ud5h>

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.

Health advisory council meetings pulled in information from tribal health and local community health center.

Staff meetings garnered input from certified, classified and administrative staff as well school administrators.

Board meetings provided input opportunities for the school board members and community members.

Mitigation plans were publicly made available for comment.

Attempted to consult with local tribal entities.

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 borough students were impacted academically, socially and emotionally.

All students lacked adequate access to digital learning.

All students lacked adequate access to daily physical activity.

Services for high need students had to be modified for alternate delivery.

Students from low-income families felt the impact of job insecurity.

Families from low-income families were unable to access virtual learning.

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).

BBBSD will reap Title funds to serve all students.

BBBSD Child Nutrition, Free and Reduced Lunch program and Summer Meals to You coordinated to provide food security.

Extended School Year Services for Special Education students.

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.

Developed a contract with Camai Community Health Center for weekly surveillance testing.

Procure sanitation equipment and supplies.

Employ additional janitorial staff

Increase HVAC capacity with stand-alone classroom modules.

Daily use of electrostatic sanitization.

Provide masks and sanitizers for all students and staff.

Home screening equipment.

Daily school screening

Student activity screening.

* 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.

Conducted summer school for high-risk student populations.

Hired a full-time reading specialist.

Additional professional development for teachers to combat learning loss.

* 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.

Combined summer school programming with Social Emotional Learning coach activities.

Explore adoption of additional Social Emotional Learning curriculum.

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

N/A- due to fully funded Pre-K3 & Pre-K4 programs.

Section F: Evaluation

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

Determine baseline information on student learning needs using Measures of Academic Progress (MAP).

Monitor growth quarterly using MAP.

Monitor for reduction in suspensions.

Collect anecdotal evidence on student use of SEL strategies.

Review teacher implementation of SEL strategies.

Graduation Rate

Progress on State Achievement Assessments

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.

With respect to the requirements of General Education Provisions Act, Section 427 (GEPA), Bristol Bay Borough School District (BBBSD) will take all steps necessary to ensure equitable access to and participation in the services provided through this project for **all** teachers and students. BBSD 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 BBBSD 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 BBBSD. To ensure equitable access for all participants, as required by General Education Provisions Act (GEPA), BBBSD 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 of King Salmon, South Naknek and Naknek. 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 BBBSD's develop plans and goals for all students' education.