

**Matanuska-Susitna Borough School District (33) - 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.

MSBSD held in-person learning for the 2020-2021 school year.

During the summer of 2020 MSBSD utilized the Alaska Smart Start 2020 guidance provided by DEED to develop a mitigation plan. The district developed an over-arching plan. Then, each school developed a plan specific to their location and community. School plans were reviewed by the school's district supervisor and Risk Management. Stakeholders outreach began before school opened. It included more than a dozen stakeholder outreach events. The events were held in a variety of locations and venues. For example, some events were in-person in conjunction with outdoor community events. Others were done via social media or virtual events. In addition a survey was sent to all parents. The district received input from a variety of stakeholders. Some of the stakeholders that provided input were: Department of Health and Social Services, a consulting physician, school nurse coordinator, parents, students, Matanuska Susitna Educators Association, Mat-Su Classified Association, Mat-Su Principals Association, and community members. The plan was implemented in the fall of 2020. As the guidance for the CDC and Alaska's DHSS responded to the pandemic the plan was reviewed and updated. The most recent iteration of the plan is posted on the district's website and is being utilized for summer school. Currently, stakeholder input is being sought through a survey to review and update the mitigation plan for school opening Fall 2021.

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

***[www.matsuk12.us/coronavirus](http://www.matsuk12.us/coronavirus) (Updated 11.4.21)***

***The district mitigation plan is found in a link at the top of the page.***

***Contact tracing information is found in Appendix F "School Decision Tree".***

***Diagnostic and screening testing is located in section 1 (general protocols) and Appendix B (athletics). Information regarding contact tracing, quarantine, isolation and testing is more definitively spelled out in the COVID flyers at the end of the mitigation plan.***

***Accommodations for students with IEPs is listed in section 14.***

***Additionally, each school has a mitigation plan with the district information and school specific information, from the main COVID page, located on the left by clicking on the name of each building.***

9.20.21

Mitigation plan has not been updated; the district Health Advisory Team (which includes Public Health) meets daily to review cases, our data dashboard, and the implementation of our mitigation plan in relation to how it's working in schools. Based on data, the team has determined it is safe to continue with our current 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.

MSBSD engaged stakeholders through a survey in spring of 2021 that was sent to families, all staff, and was available to community members **via the district website**. The survey asked respondents to identify spending priorities **and provide input on mitigation procedures**. Link to results: <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:5b8ada0d-d626-4e02-831a-496c76b0e019>

**757 Total Respondents**

**449 Parent/Guardian**

**476 Staff**

**100 Community Member**

**16 Students**

**1 School Board Member**

**Of the Respondents:**

**49% did not indicate participating in any special program**

**1% English Learner**

**0% Families in Transition**

**1% Foster care**

**6% IEA**

**9% Charter School**

**10% Free and Reduced Lunch**

**12% Special Education**

**12% Migrant Education**

**The Top 5 Spending Priorities indicated by the survey results:**

**1. Maintain smaller class sizes**

**2. Classroom technology**

- 3. Improve HVAC systems
- 4. Increased access to course offerings
- 5. Summer school offerings

The results were shared with our school board on 8/3/21. **Community members had opportunity to provide input during regularly scheduled school board meetings or in writing to school principals or district administration.** Principals were consulted regarding the needs of their individual school sites following the spring MAP testing window **in May 2021** and on August 5, 2021. District leadership met with **CEA and MSEA** union leadership in July. Special education leaders, federal programs leaders, operations/maintenance leaders, and district administration met weekly in **June, July, August and September** to assess and address student and staff needs with particular attention to underserved populations such as **students with disabilities, migrant students, English learners, families in transition, students in foster care, unaccompanied youth, incarcerated children, or students living in poverty.**

**Consultation occurred with local tribal organizations through online and in-person meetings in August and continue to be held at least quarterly. District administration (including the Nursing Coordinator) consulted with the Mat-Su Health Foundation beginning in August to coordinate efforts to best utilize ESSER III, FEMA emergency funds, DHSS grant funding and other available grants to ensure adequate supplies for testing and responding to outbreaks in the community. The district Counseling Coordinator, Migrant Education Coordinator, and Families in Transition Coordinators meet with community agencies such as United Way, ROCK Mat-Su, MyHouse, local shelters, and local business vendors to coordinate services available to underserved populations.**

**The proposed budget priorities for the 2022-2023 school year, including ESSER III funds, was presented to the school board on December 15, 2021.**

### 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.

PEAKS results indicate the following:

- 44% of 9<sup>th</sup> graders scored Far Below Proficient in ELA
- 67% of 6<sup>th</sup> graders scored Below or Far Below Proficient in Math
- 40% of Migrant ed students were Below or Far Below Proficient in ELA, 39% in Math

- Approximately 1/3 of all students didn't take the PEAKS exam; although we don't have data on the reasons why we can assume with some certainty that at least one reason was due to students in quarantine.

- Our Alaska Native students had the least number of students proficient or advanced in ELA & Math.

Lower numbers of students were identified as homeless than in years past, even though the poverty rate in our community has risen, indicating there may be under-identification of homeless youth or they may not be in school at all.

Large numbers of students moved to homeschool programs in FY21 but are returning to in-person learning in FY22. The extent of learning loss among this group remains to be seen until our fall FY22 benchmark testing period is completed. Young children who didn't go to preschool or kindergarten in FY21 are a group of concern, therefore focusing efforts on early intervention will be key to helping young students achieve long term success.

#### **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).

All ESSER funds from CARES, CRRSA, and ARP will be utilized through individual school allocations as well as district initiatives that support professional development for specific math and writing goals, staffing support, or health/safety building improvements. In combination with our ESEA funds we are expanding access to preschool by adding two new teachers and an assistant at two new sites, increasing the number of counselors at the elementary level to address social emotional well being and provide tutoring support at targeted schools. At the district level, the instructional leadership team has mapped out district goals in line with the needs of our students, based on MAP/PEAKS/AP and other data. All federal funding sources have been reviewed to ensure efficiency, effectiveness, and alignment with the district goals.

#### **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.

Funds will help purchase the necessary PPE, equipment, and/or personnel to effectively implement the district mitigation plan which includes provisions for screening and testing in schools, contact tracing in partnership with public health, and other layers of mitigation that are in line with results from the spring community survey and CDC guidelines.

The Mat-Su borough has the lowest vaccination rate in the state, therefore, efforts will be directed at providing vaccination clinics in partnership with local providers and public health. Schools will have the ability to test students who are symptomatic with parent permission. Contact tracing efforts will focus on students in grade K-6 who have not yet had the opportunity to be vaccinated. Daily meetings are held with public health and the district health advisory team to review cases via a dashboard within our student information system. Data is used to determine the extent of masking that is required vs. recommended and the operational zone status by school as well as any school closures. Other mitigation options include but are not limited to district wide schedule changes, activity/event modifications and changes to allowing visitors and volunteers.

\* 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.

Each school received a specific allocation to address learning loss at their site based on the needs of their school population as evidenced by their spring and fall data. Schools can purchase evidence based, district approved and vetted instructional materials, online program licenses, textbooks or other materials to support intervention. Schools could also utilize funds to purchase stipends or extended contracts for teachers to provide tutoring outside normal school hours, to hire separate tutor/advisors, or other support personnel expenses to address learning loss. The district will utilize funds to support summer learning programs, to be determined in January of 2022, following the winter benchmark period to effectively target students in need. The district is using funds to support educational technologists and an iTech counselor who support remote learning needs, course rollover, transcript updates or tracking unfinished students. Funds also help purchase prep times for some teachers at two secondary schools to allow greater access to classes within the school day and teachers above the metric to help keep pupil-teacher ratios down.

\* 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.

Schools may use their allocation to purchase materials or support for social emotional program materials. The district is investing in more counselors at the elementary level and providing regular professional development with those counselors to help create a systematic & sustainable elementary counseling model.

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

The district is purchasing two preschool teachers and one assistant to expand access to early childhood education at two new school sites. Regular professional development throughout the year will be provided to the preschool teachers to ensure a consistent, cohesive preschool program throughout the district. Collaboration with IDEA funded preschool staff, local Head Start and other

community based organizations will occur in fall 2021 to determine if there are other spaces and opportunities to expand access to early childhood programs within the district.

## **Section F: Evaluation**

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

The district will examine student achievement data through MAP (which is now also the state summative exam) and AIMSWeb benchmark tests to determine if the students most impacted by the pandemic are recovering learning loss. We will monitor our most at-risk students in secondary using the Early Warning System in our Synergy student information system, which will inform teachers so they can intervene early and often during the newly created, district wide required course called 4C's (Career, College, Credit, Community). We will pay particular attention to the students who are utilizing before or after school and summer intervention/tutoring to determine the effectiveness of those programs. We will track the students receiving early education services and compare their future data with students who did not attend preschool. Student achievement data will also be examined for correlation to specific professional development initiatives intended to improve teacher efficacy.

## **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.

The newly required 4C's course (Career, College, Credit, Community) in secondary schools is intended to improve equity and remove barriers to success through regular progress monitoring for all students with cohesive plans for addressing student needs as they arise, providing instruction specific to social emotional skills, college/career readiness, and supporting students who need both intervention and extension. Access to Advanced Placement and International Baccalaureate level courses will be expanded, course fees and testing fees will be paid for by the district, and the district instructional team is working on alternate pathways to earning credit. Other assessments like the SAT, ACT or fees for career specific certifications will be paid for. Transportation barriers to professional development opportunities are removed through the use of the Zoom platform.