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Reitan, Chris

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Program Details

Organizations	13) - FY 2022 - COVID Relief - Rev 1 - ARP Act: ESSER III
Grants	

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.

CCSD developed a survey for all staff, parents, and 6th grade to 12th grade students asking for input for the district's preparations for the 2021-2022 school year. Survey results can be accessed <https://docs.google.com/spreadsheets/d/1dxhdy5rZXF2VW94q64P7XeLNMfJONB5D3YDhwfqvx9g/edit#gid=0>. Additionally, the CCSD Board has developed a CCSD Board Mitigation Advisory Committee to develop recommendations for the Board's consideration for the development of CCSD's ARPA Mitigation and Prevention Strategies. The CCSD Board Mitigation Advisory Committee is comprised of members from the different CCSD stakeholder groups:

- 1 Certified Teacher
- 1 Classified Hourly Staff Member
- 2 Parents
- 1 CCSD Administrator
- 1 CCSD Athletic Director
- 1 Prince of Wales Medical Provider
- 1 Board Member

The Committee met on Thursday, June 10 to review the stakeholder survey data, review the current CCSD Smart Start to School Guidelines, review the guidelines with the American Rescue Plan Act Mitigation Template, and develop a Mitigation and Prevent Strategy following DEED's ARPA guidelines. The CCSD Board Mitigation Advisory Committee will meet monthly to review the CCSD's ARPA Mitigation and Prevention Strategies and provide recommendations to the CCSD School Board for their consideration. The CCSD ARPA Mitigation and Prevention Strategies will be a regular "Old Business" agenda item each month for the CCSD Board's consideration.

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

<https://www.ccsd.k12.ak.us/site/handlers/filedownload.ashx?moduleinstanceid=38&dataid=6102&FileName=Draft%20CCSD%20American%20Rescue%20Plan%20Act%20Mitigation%20and%20Prevention%20Plan.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.

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CCSD emailed the draft CCSD ARPA Mitigation and Prevention Plan to all parent and staff member emails prior to the June 23, 2021 CCSD Board meeting so that stakeholder groups had an opportunity to review and develop public comments in preparation for the June 23, 2021 meeting.

During the June 23, 2021 CCSD School Board Meeting, CCSD's ARPA Mitigation and Prevention Plan was a New Business agenda item on the CCSD School Board agenda and the CCSD Board took public comment to provide all stakeholder groups an opportunity to provide input, recommendations, and feedback to the CCSD School Board on the development and modification of the district's ARPA Mitigation and Prevention Plan. The CCSD ARPA Mitigation and Prevention Strategies will be a regular "Old Business" agenda item each month for the CCSD Board's consideration and the Board will take public comment each month on the district's plan.

Furthermore, CCSD's ARPA Mitigation and Prevention Plan has been shared with Tlingit Haida Central Council, Craig Tribal Association, and the City of Craig for each governmental organization's review and feedback.

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.

CCSD was fortunate during the 2020-2021 school year and was able to conduct in-person learning for 33 of the 36 week school year. Only three weeks were devoted to distance/virtual learning due to Covid outbreaks on Prince of Wales Island and Craig, AK. As such, CCSD learned quickly that many of our electronic devices were "old" and did not work well for student learning and engagement in a "virtual/distance" learning environment. CCSD prioritized the purchase of new/updated electronic devices for students to support student learning within an in-person and distance/virtual environment.

The COVID-19 pandemic also impacted student extra-curricular activities. CCSD has prioritized ARPA funding to provide testing for all student extra-

curricular events for the student participants and coaches/chaperones to ensure students have access to these "outside" school learning activities. CCSD has also prioritized ARPA funding to provide testing for all staff members engaged in district business who are required to travel off island to other Alaskan communities.

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).

CCSD is coordinating some of the ARPA funding with Title I funding to expand our Title I services to provide more flexibility and support for our Title I students. CCSD has been able to provide a .5 FTE Title I certified teacher via our Title I funding. ARPA funds will augment the Title I funding and provide additional funding that will allow a 1.0 FTE certified Title I teacher.

CCSD is also coordinating some of the ARPA funding with our Carl Perkins funding to provide additional supplies and training opportunities via our CTE programs.

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.

CCSD has prioritized the following areas for the use of the ARPA funds for mitigation strategies:

1. Purchase of KN95 masks for students and staff use. Masks will be available at the entrance of all CCSD buildings.
2. Purchase of additional hand sanitizing stations to be installed throughout CCSD buildings.
3. Purchase of additional hand sanitizing gel for installation in hand sanitizing stations.
4. CCSD has established a contract with SEARHC to provide PCR Nasal Swab COVID testing for CCSD students and staff prior to any extra-curricular activity or event to minimize the spread of the COVID-19 virus during CCSD sponsored extra-curricular activities.
5. CCSD has established a contract with SEARHC to provide PCR Nasal Swab COVID testing for CCSD staff prior to travel for any district sponsored business to other communities in Alaska.

* 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.

CCSD will develop summer school enrichment and academic recovery summer school programs during the summers of 2022, 2023, and 20224. The summer school programs will employ 6 certified staff members and 4 classified hourly staff members to provide enrichment summer school opportunities like welding, metal art, and drone certification. The summer school opportunities will also provide credit recovery options for high school students and academic enrichment for our elementary and middle school students.

Additionally, CCSD will develop three after school enrichment and academic recovery programs for FY 22, FY 23, and FY 24. The after school program will provide funding for students to receive tutoring support by certified and classified personnel after school in specific courses/content areas students might need additional support. CCSD will also develop monthly Saturday school tutoring support for students to get extended support in one or more courses or content areas. Lastly CCSD will develop homework help opportunities where students can receive tutoring support virtually via Zoom from certified and classified staff members.

* 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.

CCSD will use APRA funds to meet students' social, emotional, and academic needs through the following strategies:

1. 6 certified staff to provide four hours of summer school enrichment and academic recovery for two weeks each summer for the summers of 2022, 2023, and 2024.
2. 4 classified staff to support summer school enrichment and academic recovery for four hours a day for 10 days during the summers of 2022, 2023, and 2024
3. .5 FTE Funding to provide additional funding to support the Craig Elementary School Title I teacher. CES's Title I teacher is currently a .5 position, this additional funding would allow the position to move to a 1.0 FTE increasing CCSD's capabilities and flexibility to serve our Title I student population.
4. CCSD will develop an after school/tutoring schedule built on the following three ways for students to access additional academic support:
 - *CCSD certified teachers will provide after school academic support
 - *CCSD certified teachers will provide monthly Saturday school workshops to provide additional tutoring and academic support one Saturday each month.
 - *CCSD certified teachers will provide evening virtual homework help

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

NA

Section F: Evaluation

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

CCSD will evaluate the level of implementation and effectiveness of programs funding in utilizing the following criteria:

1. The number of students accessing summer school and after school opportunities.
2. Surveying twice a year students', parents' and staff members' perceptions of our summer and after school opportunities with open ended questions soliciting recommendations for improvement.
3. Documenting the number of repairs necessary on new student electronic devices being implemented within each of our brick and mortar schools (Craig Elementary School, Craig Middle School, and Craig High School).
4. Documenting the number of students or staff members who might need to quarantine due to direct contact with a person infected with COVID 19, and the number of staff and students who might contract COVID 19 after engaging in a district sponsored extra-curricular activity.
5. Student numbers enrolling in our expanded CTE course offerings.

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.

DOE General Education Provisions Act (GEPA)

Our district plans to continue its current policies and practices that call for barrier-free programs.

- Our compliance with GEPA is based on these policies and adds program actions to further erase barriers.
- Specifically, the district will continue to work with teachers to make information on our programs available to our Alaska Native families

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- The district and any subcontractors of the program will make special efforts to improve access through announcements of upcoming programs in a variety of methods and at varying locations throughout the community.
- District Special Education staff will assist in ensuring that special accommodations are made to ensure access for persons with disabilities and care will be taken to assure benefits for both male and female participants.

CCSD 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 prevent access or participation in this project and grant activities include: Gender, Race, Disability, and Tribal Affiliation.

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