

# Kuspuk School District American Rescue Plan (ARP) Act Mitigation Plan Template

September 1, 2022

## Note to Districts

Districts may use the sample template below as a framework for the information to be included in their ARP Act Mitigation Plan. Districts are not required to follow this sample template or framework, but if they include all of the items listed below, they will have incorporated the information required by section 2001(i)(1) of the ARP Act.

## Contact Information

### District Information

Name of District: Kuspuk School District

District Point of Contact Name: Dr. Madeline Aguillard

Address (Street, City, State, Zip): PO Box 49 Aniak, AK 99557

Phone: 907-675-4250 Fax: 907-675-4305 Email: maguillard@kuspuk.org

## Assurance Agreement for ARP Act Mitigation Plan

The district assures either:

- a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the district's website a mitigation plan for the safe return and/or continuation of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in the U.S. Department of Education's [Interim Final Requirements](#), or
- b) It developed and made publicly available on the district's website such a mitigation plan that meets statutory requirements before the enactment of the ARP Act that meets -federal requirements. (The ARP Act was enacted on March 11, 2021)

The district assures that:

- a) It will periodically review and revise its mitigation plan, as appropriate, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023); and
- b) It will seek public input, and take such input into account, on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the mitigation plan.

Before making the mitigation plan publicly available, the district **must seek public comment on the mitigation plan** and take such comments into account in the development of the plan.

Name of Superintendent: Dr. Madeline Aguillard

Signature: 

Date: 09/01/2022

## Mitigation Plan

### Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Describe the extent to which the district adopted policies and a description of such policies on each of the strategies listed below:

1. [Masks](#)

Effective 4/4/2022, masks are optional for students and staff.

2. [Physical distancing \(e.g., including use of cohorts/pods\)](#)

CDC removed the recommendation to cohort.

3. [Handwashing and respiratory etiquette](#)

- Staff will teach and reinforce hand washing with soap and water for at least 20 seconds.
- Staff will remind everyone in the faculty to wash hand frequently and assist young children with hand washing.
- If hand washing is not possible, use hand sanitizer using at least 60% alcohol.

4. [Cleaning and maintaining healthy facilities, including improving ventilation](#)

CDC recommends cleaning surfaces to reduce the risk of germs at least once a day.

5. [Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments](#)

KSD will work cooperatively with Tribal, local, and state departments regarding contact tracing, isolation, and quarantine.

6. [Diagnostic and screening testing](#)

- KSD will offer diagnostic testing for students and staff with symptoms of COVID-19 or who were exposed to someone with COVID-19 in the K-12 setting, or refer them to a community testing site, healthcare provider, or to use an at-home test.
- KSD will offer screening testing to identify people with COVID-19 who do not have symptoms or known or suspected exposures, so that steps can be taken to prevent further spread of COVID-19. CDC no longer recommends routine screening testing in K-12 schools. However, at a high COVID-19 Community Level, K-12 schools can consider implementing screening testing for students and staff for high-risk activities (for example, close contact sports, band, theater); at key times in the year, for example before/after large events (such as prom, tournaments, group travel); and when returning from breaks (such as, holidays, spring break, at the beginning of the school year). In any

screening testing program, testing should include both vaccinated and unvaccinated people.

7. [Efforts to provide vaccinations to educators, other staff, and students, if eligible](#)

CDC recognizes that the COVID vaccination is the number one mitigation strategy available. KSD encourages individuals to stay up to date on routine vaccinations to prevent illness from many different infections.

8. [Appropriate accommodations for children with disabilities with respect to the health and safety policies](#)

Federal and state disability laws require an individualized approach for working with children and youth with disabilities consistent with the child's individual educational plan (IEP), Section 504 plan, or Individualized Family Service Plan (IFSP). Reasonable modifications or accommodations, when necessary, must be provided to ensure equal access to in-person learning for students with disabilities. Administrators will consider additional prevention strategies to accommodate the health and safety of students with disabilities and protect their civil rights and equal access to safe in-person learning. The U.S. Department of Education provides guidance and resources for schools to ensure students with disabilities continue to receive the services and supports they are entitled to so that they have successful in-person educational experiences.

## Continuity of Services

Describe how the district will ensure continuity of services including, but not limited to, services to address students' academic needs, as well as the social, emotional, mental health, and other needs of students and staff (e.g., student health and food service).

### Academic Continuity

Kuspuk School District provides support and connection to students to their classes and peers with in-person learning and, when needed, periodic distance learning. To address each student's academic needs, Kuspuk School District will administer benchmark assessments, classroom and/or program-based assessments. The diagnostic assessments are designed to inform instruction, recovery and intervention and account for learning loss, as well as determine the present performance levels of students on math and literacy standards. KSD will administer the DIBELS (Dynamic Indicators of Early Literacy Skills), MAP Growth Reading, MAP Growth Language, MAP Growth Math as the initial screener tests and iReady Reading and iReady Math assessment as the initial diagnostic test. The results of these assessments will assist in measuring the performance and growth of students from one school year to the next and are used by teachers and school staff to inform instruction and personalize learning – identifying areas of strength as well as areas that need additional support. Site administrators and teaching staff will meet to identify where students are academically and work to establish and implement classroom-level plans for addressing learning gaps. KSD will provide additional instructional supports to students:

- At risk of not graduating on time
- Students with disabilities
- Students who struggled prior to COVID
- Other students identified as being behind academically by teachers and parents

- Kuspuk School District will continue site implementation of Response to Intervention (RtI)

### **Social, Emotional, Mental Health**

The connections and balance that build wellness for the KSD communities are supported by a full-time licensed clinical social worker who is available to all students and staff. Both choice and collaboration between the students, schools and communities is the basis on which services are provided; developing a culturally proficient approach to social-emotional learning for the students- focusing on their unique experiences living in a remote, rural village- is just one tool.

The services are a milieu of resilience-building strategies that include psychosocial learning circles, crisis intervention, risk-assessments, small counseling groups, staff professional development, and individual therapies. Depression, anxiety, emotional dysregulation, grief/loss, family and community violence, addiction, self-harm, and suicide are all realities in the District, requiring interventions that culturally informed and relevant, at the same time therapeutically sound. Growing in a space of restoration while experiencing a feeling of safety and belonging is the persistent message of KSD, one that is emphasized by their commitment to the mental health and wellbeing of all students and staff.

### **Periodic Review**

Describe how the district will periodically review and revise its mitigation plan, as appropriate, including a description of how the district will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the plan. Important Note: The district must review its mitigation plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023).