

# Annette Island School District (AISD) Mitigation Plan

## COVID-19 American Rescue Plan (ARP) Act

DRAFT

### Contact Information

#### District Information

Name of District: Annette Island

District Point of Contact Name: Taw Lindsey PO Box 7, 4<sup>th</sup> & Milton St.

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### 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:

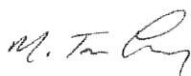
a. It will periodically review and revise its mitigation plan, as appropriate, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023); and

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: M. Taw Lindsey

Signature: \_\_\_\_\_



Date: 08/19/2021

Update: 01/11/22

## 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

Masks are required for all staff, students, and guests while in school or at school events. Masks are required on the school bus and other school vehicles. During outdoor activities, masks are required if social distancing is not possible. The District reserves the right to make mask usage as recommended or optional to align with the Tribal Government (Metlakatla Indian Community) and/ or the CDC masks requirements/ recommendations. Mask usage for rigorous activities, including sports, are not required while participating if a weekly COVID-19 testing program is implemented. Masks will be required while on the sidelines.

2. Physical distancing (e.g., including use of cohorts/pods)

**Vaccinations:** The District supports COVID-19 vaccinations and encourages students, staff, and guests to become vaccinated and to get recommended booster shots. Changes to physical distancing requirements may be adjusted, with input from stakeholders, to align with Tribal Government's (MIC) and/ or the CDC's recommendations for physical distancing for vaccinated people.

Elementary School: Cohorts ~~will be~~ were implemented in the elementary school and students will remain in their prospective building locations to the extent possible.

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Three (3) entry/ exit doors and screening stations have been identified to reduce mixing of cohorts and long lines at the screening stations. Meals may be eaten in the classroom. Efforts have been made to split grade levels to the extent possible to reduce student numbers in the classroom. Staff and students shall make efforts to keep three (3) feet social distancing. Communal seating areas have been removed. Bathroom occupancy has been reduced ~~to two (2) students~~. Signs have been posted and placards have been placed on the floor throughout the building three (3) to six (6) feet apart to remind students of social distancing.

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Secondary Schools: The middle school and high school have aligned their class schedules in an effort to reduce student numbers in each class. Teachers will share the load between the two buildings. One additional humanities teacher has been hired and a new classroom has been opened up in the Annex to create an additional learning space. Tables and double-desks ~~will be~~ have been replaced in most areas with single desks and ~~will be~~ are placed 3 feet apart to the extent possible to maintain social distancing. The gymnasium and commons area have been opened during meal times to allow students to spread out and maintain social distancing. In addition, students may eat in the classrooms. Staggered start times ~~will reduce student numbers and long lines for the screening stations~~. Hallways in the high school have been made one way to control student traffic in the building. Lockers ~~will not~~ may be used. Communal seating areas have been removed. Bathrooms may be open to full capacity. Bathroom occupancy has been reduced to two (2) students. Signs have been posted and placards have been placed on the floor throughout the buildings three (3) to six (6) feet apart to remind students of social distancing.

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Visitors: Guests to the school are for essential business only and guests to events will be reduced to maintain social distancing. ~~No~~ Outside organizations ~~are~~ may be allowed to use school facilities at their own risk, following AISD Mitigation Plan guidelines, unless there is a building closure.

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### 3. Handwashing and respiratory etiquette

Students have been and will continue to be trained on proper handwashing, use of hand sanitizing stations, and coughing and sneezing etiquette, and to avoid physical contact whenever possible, including handshakes and high-fives. Students will be reminded to avoid touching their eyes, faces, noses, and mouths whenever possible. Sanitizing supplies have been placed in all classroom and sanitizing stations have been placed in all common areas, including entry and exit doors, and are easily accessible.

### 4. Cleaning and maintaining healthy facilities, including improving ventilation

**Cleaning:** The District has added an additional custodian and reassigned extra duties, with the exception of freight and bus driving, from all custodians to ensure there is adequate staffing to



properly clean and sanitize the buildings. Each learning space, common area, and bathroom is cleaned in the evening and mid-day. Sanitizing misters are used daily and foggers are used when deep cleaning is necessary after a close contact or positive case arises. Cleaning supplies have been placed in each classroom for periodic cleaning by classroom personnel, particularly after each class change in the secondary. ~~Through a partnership with the local Tribe (MIC), additional COVID cleaners assist the custodians during the mid-day cleaning and also clean all entryways, exterior doors, railings, and playground equipment throughout the day.~~

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**Maintenance:** Maintenance personnel have implemented daily checks on all ventilation systems and building systems to ensure proper maintenance and working order. UV light banks will be installed in each air handler unit to reduce/ eliminate airborne pathogens, bacteria, and disease. MERV 11 or higher filters have been installed in each air handler and are changed quarterly at a minimum. Air purification units, with HEPA filters, have added to each learning and office space. Proper air flow to the classroom spaces will be monitored for CO2 on a regular basis.

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

The District has hired a school nurse, RN, with years of experience and a close connection with the community. The school nurse communicates with the local medical clinic, Annette Island Service Unit (AISU) on a daily basis and is in coordination with Public Health regarding contact tracing and community spread rates. ~~In addition, she coordinates with Alaska Public Health.~~ Annette Island Service Unit has a partnership with the District and starts the contact tracing process, with assistance from Alaska Public Health. The school nurse assists with the contact tracing process by providing information concerning staff and students. Through this close collaboration and shared resources, contact tracing has been and will continue to be efficient and thorough.

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In addition, the Superintendent, ~~the school nurse and covid coordinator~~ attend ~~bi-weekly~~ COVID adhoc committee meetings with all community entities, the Tribe (MIC), and the local clinic. Through this committee, information is shared and resources are allocated for the benefit of the entire community.

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The District has aligned its mitigation plan with the Tribe (MIC) in regards to all travel and quarantines to and on Annette Island. A travel quarantine list is maintained and updated by the Tribe. A COVID close contact and positive case quarantine list is maintained by the clinic (AISU). Tribal police enforce the travel and quarantine mandates. Close communication between the District, Tribal EOC, and Mayor take place to ensure community members, district personnel, and students stay safe and abide by local guidelines and mandates.

~~Currently, the community transitions to Alert Level 3 for contact tracing when there are four (4) cases of COVID-19 on Annette Island. Under the old plan, the school transitioned to remote learning until the cases are isolate, quarantined, and contained. Moving forward, The District intends on submitting submitted and had approved a safety plan to the Mayor/ Tribal Government that allows for in-person learning to continue during the contact tracing process. Conditions will be set in the safety plan for transitioning to remote learning.~~

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6. [Diagnostic and screening testing](#)

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The District ~~intends to implement~~ provides screening testing for students and staff involved with extra-curricular activities on a weekly basis. In addition, testing will be available to all staff and students who wish to receive a test. The local clinic (AISU) also provides testing and is in close proximity to the school. ~~If a student or staff member's screening test is positive for COVID-19, a verification test at the Annette Island Service Unit will be required.~~ Students, teachers, and staff should stay at home when they have signs of any infectious illness and be referred to their healthcare provider for testing and care. The District will follow the CDC's most recent guidelines and will abide by Public Health's recommendations for testing and quarantines after being identified as a close contact to an individual who has tested positive for COVID-19. (See Addendum 1) The District ~~will consider expanding the screening testing program in the future~~ is reviewing guidelines and may put into place an option of Test to Stay in School based on CDC recommendations.

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7. Efforts to provide vaccinations to educators, other staff, and students, if eligible

Through a partnership with the Tribe (MIC), local clinic (AISU), Public Health, and the Capstone group, the District offered three community vaccination and testing clinics during FY21/22 for students and adults. In addition, the local clinic has offered and still offers free vaccinations for all staff and students 12-5 years old and older. The District regularly provides this information to all staff and parents and encourages all staff and eligible students to receive vaccines and boosters. The District will work with Public Health and AISU to offer additional vaccination clinics as needed.

8. Appropriate accommodations for children with disabilities with respect to the health and safety policies

Services outlined in a student's IEP will be adhered to and provided. Appropriate measures and levels of mitigation have been provided in resource rooms during support times outlined in the IEP. Additional resource rooms have been added in the schools to reduce student numbers in these spaces. If a student has difficulty wearing a mask due to his or her disability, the school will adjust and still provide services. All staff and other students will be masked. The resource rooms have access to bathrooms and handwashing sinks, as well as sanitizing stations and HEPA filtered air cleaners. Special detail will be provided by custodians to these areas. Close communication with parents, special education teacher, and special education director take place to ensure that students with disabilities are provided with a free and appropriate education in a safe manner.

During times of school classroom closure, special education services are still provided via distance by staff and contracted service providers.

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### 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 Needs:** Curriculum is based upon essential standards and provides progress monitoring for grades K-2 using Heggerty (phonological awareness), Foundations (phonemic awareness), and Wit and Wisdom (fluency, vocabulary, and comprehension) reading programs. The District employs a reading specialist to track student progress and to serve as a reading coach to teachers. The District plans to implement a progress monitoring program (AimsWeb, DIBLES, or other) during the 2021-22 school



year. In addition, MAPs assessments are given three times per year for all students and data is tracked and analyzed through the RTI process.

Teacher collaboration has been implemented in all schools during the contract day so that teachers have time to collaborate, analyze data, and coordinate intervention strategies for individual students.

During the first week of June, the District sponsored an RTI Summer institute that was attended by 30 teacher and paraprofessionals. During this institute, teachers received professional development on the reading curriculum, discussed assessment and teaching strategies, and collaborated with paraprofessionals to ensure that each student receives individual support. Furthermore, summer school was provided for 120 students PK-12<sup>th</sup> grade in an effort to extend student learning and to close the achievement gap.

Online support interventions include IXL, iReady, ST Math, RoadMaps Plus One, and Edmentum.

The District contracted with a curriculum and effective teaching consultant to serve as a mentor to teachers and to help teachers implement the curriculum with fidelity.

The District has implemented a one-to-one device program so that all students have access to technology. During the 2020-21 school year, the District partnered with the Tribe (MIC) to offer internet service to all student families to ensure that the learning continued during remote learning periods. If needed, the District may apply for the Emergency Connectivity Fund (ECF) to support access in an effort to close the homework gap.

The District ~~intends to open~~ the schools to 100% capacity for the 2021-22 school year.

**SEL and Other Student Needs:** The District employs two counselors (PK-5 and 6-12), a student and family support specialist (who is in a Masters of School Social Work program), a school nurse (RN) and a COVID SEL support paraprofessional. In addition, the District participated in a Culturally Responsive Teaching initiative during 2020-21 and ~~will implement~~ a Trauma Informed initiative during 2021-22. The District's consultant led and will continue to facilitate these trainings. ~~The District intends on implementing a Social & Emotional App (Grace) for students to have access to online support and resources seven (7) days a week, 24 hours a day.~~ The new District website provides links to community resources and support services. The District is exploring SEL curriculum and intends to implement throughout the all the District's schools for the 2022-23 school year.

Parent/ Guardian communication has significantly increased during the COVID era. Communication platforms such as SeeSaw, PowerSchool Text, email, social media, and timely phone calls ensure the school and parents are informed on issues related to student needs.

The District continues to offer clothing and hygiene supplies to students free of charge through "Brielle's Closet". Supplies are supported by Title I funds and by donations.

Meaningful and effective summer programs have been implemented to meet student needs and to help them connect to the school and to each other. These include Summer School, Culture Camp, and School-to-Work. The District employed over 30 staff during the month of June to offer these programs to students and plans to continue these programs moving forward.

Finally, a summer wellness and basketball clinic took place in August to ensure that students reconnect with the school prior to returning, while participating in meaningful activities that promote health and fitness.

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**Kitchen Service (meals):** The District operates two kitchens; one for the elementary school and one for the secondary schools. Regular meal service through the District resumed at the start of the 2021-22 school year. Kitchen staff wear masks and adhere to the District's mitigation guidelines. The kitchen coordinator has moved her operations to the kitchen spaces to ensure protocols are followed and to offer extra support. In the elementary school, meals may be eaten in the classrooms to reduce gatherings in the cafeteria and students only eat with their same cohort daily. In the high school, meals are staggered for the high school and middle school and the gymnasium, commons, and classrooms are open to provide additional spaces for students to eat. This model significantly reduces congregate eating spaces. In addition, grades 8-12 have an open-campus option, which allows students to eat off campus if they choose to do so. Finally, the District will offers meals to students who are in quarantine.

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### 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).

**Periodic Review:** The District developed an info-graphic that outlines this plan, which is posted on the Covid Information page of the District's website and reflects the newest current CDC guidelines, with the ultimate goal of opening at 100% for the 2021-22 school year. This revision took place during the summer of 2021, was discussed by the Board in an open meeting in August, and solicited input from stakeholders, including representatives from each building and employee classification, parents, health professionals, and Tribal members. Surveys will be sent to solicit input from stakeholders. A Covid Team began meeting bi-weekly in September 2021, composed of MIC Tribal government, AISU Clinic, teachers, school nurse and covid coordinator. Prior to the end of the first quarter, November 2021, the team will reviewed the plan and proposed changes. These efforts will be are managed by the new COVID Coordinator and will include regularly scheduled meetings to review CDC and Public Health guidelines, as well as changes to COVID's impact on the community and school. Any changes will then be presented to the public for comment and review, so that any necessary changes can be implemented prior to at the start of the second semester (January 2022). Finally, an end-of-year review will take place during the summer of 2022. Again, a survey to stakeholders will be offered to seek input and feedback. This process will repeat itself for the 2022-23 and 2023-24 school years.

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**Conditions that Could Warrant Revisions:** There are several conditions that could warrant a revision to the District's mitigation plan. First, a high percentage of staff and students could be vaccinated. Second, the Tribe could loosen or tighten their mitigation plan, quarantine guidelines, and travel mandates. Third, cases of COVID-19 could remain at a very low level for a long period of time, completely stop, or rise. Fourth, the community could reach a threshold where people stop getting vaccinated and/or resist the community's guidelines and mandates. In this case, the school would be directly impacted.

Addendum 1: Covid-19 Testing & Quarantine Requirements for Vaccinated, Non-Vaccinated and People who have Tested Positive for Covid-19

