



Mohave Accelerated Learning Center

Emergency Relief (ESSER (Elementary and Secondary School Emergency Relief) III) Fund

MALC family (students, parents, teachers, administrators, board members, staff) as well as community, this information is regarding the purpose of funds provided by the Secretary of the U.S. (United States). (United States). Department of Education. The ESSER I fund was to provide districts with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. The ESSER II funds were, “intended to help States and school districts safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID19 on the students and families who depend on our K-12 schools”. Refer to the Arizona state website ([PowerPoint Presentation \(azed.gov\)](#)) for information on the ESSER funds. In addition, ESSER funding is being provided to all schools throughout the country to respond and recover from the impact of COVID-19 on students and communities.

The following information will address requirements of the ESSER III fund which are more stringent than the ESSER I & II with an emphasis on assessing and addressing learning loss. These one-time funds are intended to prevent, prepare for, and respond to COVID-19 and the effects the pandemic has brought to school districts.

Requirements include:

- Develop and post a [Safe Return to In-Person Instruction and Continuity of Services Plan](#).
- Reserve a minimum of 20 percent of funds for the purpose of addressing learning loss through the implementation of evidence-based interventions
- Allocate remaining funds toward the safe opening of schools
- Provide stakeholders the opportunity to share feedback on the use of the funds to be spent through 2024

All funds will include the following vulnerable student populations, but not limited to (foster care, migratory, as well as low income, EL (English Learner), students of color, and students with disabilities) impacted by the COVID 19 pandemic.

The 20% set aside funds for learning loss will include the following:

- A comprehensive “After school Tutoring Program” by some teachers extending the day 1/2 hour. In addition, Friday school will be available to support students with concepts not mastered. A summer enrichment program will be available. The use of classroom adopted curriculum in addition, IXL an online technology that meet students’ academics where they are will be used: it includes personalized learning plans for each student. Students can choose from the array of problems tuned to their skill level or teachers can recommend problems to individual students to target trouble spots.
- Administrators will support issues to address Covid related Learning loss by creating interventions for students impacted by the COVID 19, this will include support for teachers with (tutoring, professional development, collaboration incentives, and more intense monitoring of academic student data).
- Positive Action program is used daily for students Mohave Accelerated Schools to provide social emotional intervention, (Positive Action is an evidence-based, integrated, and coherent program that addresses the school’s entire eco-system—school, family, and community). For additional information refer to www.positiveaction.net/rti-programs

What are Tiers? Student to Teacher ratios:

Tier 1: The whole class-All students in the general education classroom are in Tier 1. Teachers use methods like phonics that are proven to work. With RTI, there must be research backing up the teaching method. <https://www.understood.org/a>

Students in this tier may work in small groups. Teachers do their best to give the kids teaching that fits their skill levels and how they learn best. However, there’s not always time to give kids individual attention.

The school tracks kids’ progress through homework, tests, and other measures so it can see how the kids are doing. If a child is struggling, the child may move into Tier 2.

Tier 2: Small group interventions-Kids who are not making progress in Tier 1 will get Tier 2 help. This usually means small group lessons two to three times a week, using methods that are proven to work. It can also mean special teaching. Educators call this help “[3 Tiers of Response to Intervention \(RTI\) | Understood - For learning and thinking differences interventions](#).”

It is important to know that kids who are in Tier 2 still take part in regular lessons with the rest of the class. They still get Tier 1 support.

Every one or two weeks, the teacher checks the skill levels of the students to see if they have made progress. If they are doing great, students might return to Tier 1. If not, the school might keep a child in Tier 2 or even move the child to Tier 3.

Tier 3: Intensive interventions-When kids are struggling and Tiers 1 and 2 support do not seem to help, they are put into Tier 3. This is the most intense level of RTI.

Tier 3 can mean small group work, or it can mean individual lessons. Most kids who get this support still spend a lot of their day in a general education classroom. Yet they may spend bigger parts of the day in a resource room.

Additional funds to ensure student and staff safety are the following:

Storage building to ensure health safety is being addressed. This building will ensure ample amounts of disinfecting supplies to respond to the COVID 19 pandemic. They will be easily available for cleaning staff and teachers. This includes 55-gallon drums of cleaning alcohol, paper products, equipment.

Redesigning and cleaning outside entrances safely. A better designed method for addressing student drop off and pick-ups of students, as well as parking to provide additional space between students, parents, staff, and additional visitors. Following fire and safety codes to create more physical learning.

Bleachers provide physical distancing for outside learning, social distancing at assemblies, as well as social distancing for school activities.

Additional breakfast /lunch/ outside learning area to create more seating for outside eating as well as an outside learning area to create more space and adhere to CDC guidelines.

Thank you to the staff, students, parents, and community for support in designing the (ESSER III) program.

