

10251 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

- **Funding Opportunity** 9830-ESSER III - Elementary and Secondary School Emergency Relief Fund III

Program Area CARES-CRRSA-ARP

Status Approved

Status Report Number 001

Status Report Type Application

Reporting Period 07/19/2021 - 08/06/2021

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- **Initial Submit Date** Aug 3, 2021 3:59 PM

Initially Submitted By Damon Bosche

Last Submit Date Sep 21, 2021 9:30 AM

Last Submitted By Damon Bosche

Approved Date Sep 21, 2021 9:40 AM

Contact Information

- **Primary Contact Information**

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- Organization Information

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- Name Medina Public School District 3 - DPI

Organization Type Public LEA

Tax Id

Organization Website <http://www.medina.k12.nd.us>

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SAM.gov Entity ID H7PRYWAHZQN5

SAM.gov Name Medina School District 3

SAM.gov Entity ID Expiration Date 05/28/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

- Students

Medina Public School has posted Information about ESSER funding on our school website and Facebook page to inform stakeholders about the funds we are receiving. We also requested feedback on how to best spend these funds. A survey was created on July 19 for our students to gain feedback on the best ways to spend ESSER funds so that it has the greatest benefit for our students and school. We will also consult with our Student Council to have discussions on how ESSER funds can be used to benefit the students at our school.

Tribes (if applicable)-MUST write NA if not applicable

NA

Civil rights organizations (including disability rights organizations)

Our K-12 principal serves as our Title IX coordinator and our superintendent is the Title IX decision maker. We have received training in Title IX procedures and implementation. Medina Public School has policies in place to address Civil Rights issues in our community. A complete list of complaint receivers for civil issues can be found in our Student Parent Handbook on our school website. Civil rights organizations were invited to participate in our survey to gain feedback on the best ways to utilize our ESSER funds. Civil rights organizations are also encouraged to attend board meetings to provide input on budgeting for ESSER funds.

Superintendents

The superintendent has been working with our other administrator on possible uses and benefits of ESSER funds. The superintendent has also consulted with all stakeholder groups to gather feedback. The superintendent has also attended training relevant to ESSER funding and has collaborated with other area superintendents to discover new resources and to discuss possibilities for our school.

Teachers, principals, school leaders, other educators, school staff, and their unions

Medina Public School has posted Information about ESSER funding on our school website and Facebook page to inform stakeholders about the funds we are receiving. We also requested feedback on how to best spend these funds. A survey was created on July 19 for our staff members to gain feedback on the best ways to spend ESSER funds so that it has the greatest benefit for our students and school. Administrators also met with a group of teachers who are members of our school improvement committee to gain input and feedback on how to spend ESSER funds. Our school's COVID response team consists of staff members, students, administration, public health, parents, and community members.

Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students

The administration has solicited feedback from the various student populations represented at our school. This has included our special education teachers and director, Title I coordinator, Section 504 coordinator, & counselor (who serves as our homeless & foster care liaison) to find ways to meet the needs of students represented in these subgroups. Parents/guardians of underserved students were invited to participate in discussion and participate in surveys to provide feedback on how to utilize ESSER funds.

ESSER III Approved Applications

- District confirms the approved ESSER III application will be posted to their website for public access. Yes

ESSER III Application

Prevention & Mitigation Strategies

- Return to In-Person Instruction Plan <https://www.medina.k12.nd.us/page/esser-information> LEA Website Link (copy from browser-must include http)

District confirms the plan will be updated at least every six months through September 2024 and will seek ongoing public input on the plan. Yes

Describe how ARP ESSER III funds will be used by the district to implement prevention and mitigation strategies.

Medina Public School is using ESSER funds to improve the operation and efficiency of our HVAC system. Work is being done on air handling units that have not been operating effectively. Upgrading these units will allow fresh air to be more effectively distributed throughout our building, preventing the spread of the COVID-19 virus as well as improving the overall air quality in our school building.

We will also have all ductwork and tunnels in our building professionally cleaned. This will help to remove dust, debris, and allergens from our ductwork and will greatly improve the efficiency of our HVAC system as well as the air quality in our building.

Learning Loss

- Describe how the district will use the mandatory 20% set-aside to address the academic impact of learning loss through the implementation of evidence-based interventions.
- Medina Public School plans to address learning loss in the following ways:
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- We plan to hire an additional full-time paraprofessional. This individual will be able to assist regular education teachers as well as special education teachers with students who are struggling academically or are falling behind. This paraprofessional will work one-on-one with students or may work with small groups of students to close achievement gaps for students who experienced learning loss during the pandemic. They will also be available before school and after school to tutor elementary, junior high, and high school students.
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- We plan to provide after-school programming/tutoring. Medina teachers and staff members will be asked to be a part of the after-school/tutoring program and will be compensated accordingly for their involvement. However, we recognize our teachers and staff members may not have time or resources to take on these extra responsibilities. Therefore, we plan to consult with the University of Jamestown to see if there are any college students (specifically education students) who may be available to tutor and provide support for our after-school/tutoring program. We may also utilize high school and junior high age students for peer tutoring possibilities with our

elementary students. Another possibility is to recruit parents/community members to help support the after-school/tutoring program.

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- To improve Tier 1 instruction, we are getting LETRS (Language Essentials for Teachers of Reading and Spelling) training for administration and teachers to improve literacy and language development for our students. LETRS provides teachers with the knowledge of the complex components of the reading process as well as gives them the strategies and tools needed to teach our students, especially with students missing 9 weeks of core instruction a year ago, during the critical time of learning. We are also learning the Science of Reading to make better instructional decisions and develop stronger teaching strategies for teaching students.
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- Our primary students need more support in building phonemic awareness skills, so we adopted Haggerty Phonemic Awareness for our Kindergarten and 1st grade.
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- To improve Tier 2 instruction, we are creating more small groups and using specialists and paras to teach these small groups, using evidence-based interventions through Title I as well as in the classroom. We have also implemented Reading Corps for our younger readers who need support to be at or above grade level. We have implemented Math Corps in our intermediate grades and junior high classes, to support their need to learn and strengthen foundational math concepts and thinking.
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- When strong Tier 1 instruction with Tier 2 supports are not enough for a student, we look even closer at their needs. We provide the Tier 3 and Tier 4 support by utilizing the resources from Tier 1 and 2, in an individual setting as well as evidence-based programs that match students' abilities and areas needed for learning.
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Needs of Students Disproportionately Impacted

- Describe how the district will respond to the needs of students disproportionately impacted by the COVID-19 pandemic. Address each stakeholder group.

We are a small rural district, so numbers in the various groups that are disproportionately impacted are relatively small. By hiring an additional full-time paraprofessional, we will be able to allow for more individualized and small group instruction for these subgroups. Our teachers meet frequently to review data and discuss each student's academic needs. These discussions help to

identify specific supports and intervention. Teachers also consult with our intervention specialists (Title I, speech pathologist, special education teachers) to meet the needs of our students. Our counselor works with all students to improve their social/emotional skills and to provide them with the tools they need to be successful in school.

Estimated Use of Funds Plan

Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount
Professional development	\$15,000.00
Mental health supports	\$20,000.00
Perkins (Career & Technical Education)	\$30,000.00
Improving Air Quality	\$35,000.00
Additional pay	\$45,000.00
High quality instructional materials and curricula	\$40,000.00
Supplemental learning	\$203,533.00
School facility repairs and improvements	\$75,000.00
	\$463,533.00

Compliance with General Education Provisions Act Section 427

Compliance with General Education Provisions Act Section 427 (GEPA)

- What barriers exist in your community that may prevent students, teachers, and other program beneficiaries from access or participation in the funded projects or activities listed in the application?
- One barrier in our school district is that approximately 47% of our student population come from low-income families. This barrier can potentially have an effect on student learning as parents may struggle financially and may not have all of the resources (time, money, materials) to provide for the academic needs of their children outside of school.

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- Another barrier in our community is the need for mental health supports. In a survey completed by stakeholders, mental health supports was listed as one of the top priorities for our students and families. It is also a concern of our teachers and staff members. The pandemic has created a lot of stress and anxiety in our community and in our school and this barrier could be an issue that impedes student learning and success.

What steps are being taken to address or overcome these barriers?

Medina School will hire an additional paraprofessional and will work to implement after-school/tutoring programs and opportunities for our students. This will allow all students to have an equal opportunity to obtain the extra help and support they may not receive at home.

Our district will also use ESSER funds to improve mental health supports for our students and staff members, including professional development, curriculum, and instruction. This will help to support our low-income families and special needs population. This will also ensure that all students, teachers, and families receive the mental health supports they need to be successful in school and out of school.