

# 10364 - 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:** 07/22/2021 - 08/23/2021

**Initial Submit Date:** Aug 12, 2021 4:24 PM  
**Initially Submitted By:** Brandt Dick  
**Last Submit Date:** Oct 6, 2021 10:31 AM  
**Last Submitted By:** Brandt Dick  
**Approved Date:** Oct 6, 2021 10:37 AM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** Underwood Public School - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

**Organization Website:** <https://www.underwoodschool.org/>

**Address\*:** PO Box 100

Underwood North Dakota 58576-\_\_\_\_  
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**SAM.gov Entity ID:** EDE5M8E2KN21

**SAM.gov Name:** Underwood School District 8

**SAM.gov Entity ID Expiration Date:** 02/20/2022

## ESSER III Application - Stakeholder Consultation

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### *Stakeholder Consultation*

#### **Students\*:**

We had two student representatives on our health and safety team that provided input into our protocols into strategies to minimize Covid-19 spread. In addition, teachers would bring information to our weekly meetings from conversations they had with students in their classes.

#### **Tribes (if applicable)-MUST write NA if not applicable\*:**

NA

#### **Civil rights organizations (including disability rights organizations)\*:**

We are in communication with Souris Valley Special Ed services to assure we are meeting the needs of our Special Education population. The public was invited to participate at board meetings where budgetary items and plans were discussed to determine ways to address learning loss, and ways to utilize funding.

#### **Superintendents\*:**

The Superintendent has been part of the school and district administration meetings as well as the weekly meetings held throughout this past school year. Items discussed included how we were going to address learning loss.

#### **Teachers, principals, school leaders, other educators, school staff, and their unions\*:**

Teachers were part of a weekly Health and Safety Team meeting. In addition, we have all staff as part of our early out PD days and back to school training.

#### **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\*:**

We had on-going communication with Souris Valley to assure we were meeting the needs of our children with disabilities. Our Guidance Counselor, who served as our homeless liason, foster care liason was also part of our weekly meetings with our health and safety team throughout this past school year. Guardians of underserved students were invited to participate at board meetings where ESSER III funding was discussed.

### *ESSER III Approved Applications*

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

## ESSER III Application

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## ***Prevention & Mitigation Strategies***

### **Return to In-Person Instruction Plan\*:**

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/851524/Health\\_and\\_Safety\\_Plan\\_update](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/851524/Health_and_Safety_Plan_update)

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.\*:**

We have contracted with our local clinic to provide on-site voluntary binax testing to assure our students who are close contact are negative. This assures we are keeping students away that may be positive and do not know it.

We also continue to encourage hand washing as well as hand sanitizer stations. We also continue to have our janitors disinfect rooms with sprayers on a regular basis.

## ***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.\*:**

These funds will be used to address learning loss, as well as assure our curriculum is meeting the needs of our students, and can be utilized for students that may need online instruction due to isolation or quarantining. Also, these funds will be used to pay for our website and school app. This is a way we communicated to parents twice a week.

The curriculum we will be purchasing for our students will be a Tier 1 level of evidence to assure we are meeting the standards and needs of our students. We will utilize evidence based material in our Summer School program which will be available to all elementary students to meet their academic needs. A Tier 4 level of intervention will be that we will pay for our reading strategist as she provides extra instruction to meet the needs of students who are struggling in the area of reading and comprehension.

In addition, we will be working with Reading Corps and Math Corps to help our students become proficient who are just below proficiency in those areas.

We will also be hiring an additional paraprofessional to aide in the learning of special needs students to assist in their learning loss.

The math curriculum we purchased is Reveal Math from McGraw-Hill. Here is a link to their research - <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/reveal-math/reveal-math-research-brochure.pdf>.

The phonics curriculum we purchased—Sadlier From Phonics to Reading has the following research - [https://cdn2.hubspot.net/hubfs/95641/FromPhonicsToRdg\\_Research.pdf](https://cdn2.hubspot.net/hubfs/95641/FromPhonicsToRdg_Research.pdf)

We plan on purchasing reading curriculum that meets the requirement set forth by the newly passed ND law that requires reading curriculum to be evidence based.

## ***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.\*:**

Our Summer School was previously open to only Title 1 students, but now that will be available to all students for the next two summers.

We are hiring an additional aide to assist in the learning loss of those children with disabilities.

We will be working with Reading Corps and Math Corps to provide additional tutoring for those students who are just below proficiency in math and reading and language arts, in the hope to allow them to become proficient.

Children and youth in foster care, and experiencing homelessness will be provided the technology needed to be successful in the classroom. In addition, our MTSS process utilizes STAR testing to progress monitor all of our students to assure they are meeting their growth targets. Any student that is not meeting growth targets will then be referred for Title I services, Math or Reading Corps, or Reading Strategist to assure their needs are being met. Intervention at early ages helps those students get back to being on track and helps them be successful when they are older.

In addition to these supports, many times, students from low-income families, students experiencing homelessness, children and youth in foster care, and migratory students experience a higher level of mental health challenges. We are addressing these challenges by utilizing The Village services, a local mental health professional, and E-nursing mental health depending on which service provides the best opportunity for that child to get the help they need in a consistent manner.

## Estimated Use of Funds Plan

### Allowable Use of Funds

Allowable Use of Funds	Estimated Expenditure Amount	Estimated Amount to address Learning Loss under this Use of Funds (20% of Budget Total MUST be spent on Learning Loss)
Educational Technology	\$85,274.00	\$0.00
Supplemental learning	\$45,000.00	\$45,000.00
Mental health supports	\$45,000.00	\$0.00
High quality instructional materials and curricula	\$20,000.00	\$20,000.00
Added needs of at-risk populations	\$60,000.00	\$60,000.00
	<b>\$255,274.00</b>	<b>\$125,000.00</b>

## 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?\***:

Underwood School District #8 will use ESSER Funds that will benefit all students of the Underwood School District by providing a consistent system of behavior and academic support for all students.

We help all students that may have barriers for equitable access to find ways to overcome those barriers, whether those barriers be due to gender, race, national origin, color, disability, age or poverty. We assure all our students are viewed as Underwood Students, and regardless of background, all students are treated with the ability to access any program we have.

Our largest barrier is that as a rural community we are struggling to find people to apply for the positions we need to meet out plan. Specifically, we have yet to have someone apply that meets the requirements to serve as Reading Corps and Math Corps tutors.

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

Assuring all students have access to services provided. We educate any and all students that attend Underwood School, regardless of gender, race, national origin, color, disability or age. Students with disabilities receive the extra services they need to see growth academically. We also have a homeless liaison, and foster care liaison to assure these students with needs are being met.

We are a 1-1 school providing computers for every student of Underwood School. We provide a system of supports that meets the educational, emotional, mental health needs of all students. If a student has a barrier, we will find ways to remove that barrier, or find ways to assure a student has a way around that barrier to be given a quality education for that student.

We continue to advertise, try to think of other people that we can get to fulfill the job duties of Reading Corps and Math Corps tutoring positions. We also are

working with CREA to see if they know of anyone in our area that might be interested in applying for these positions.