

# 10287 - 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:** -

**Initial Submit Date:** Aug 4, 2021 2:39 PM  
**Initially Submitted By:** Brian Christopherson  
**Last Submit Date:** Sep 20, 2021 7:53 AM  
**Last Submitted By:** Brian Christopherson  
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## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** New Salem-Almont Public Schools - DPI

**Organization Type\*:** Public LEA

**Tax Id:**

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

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**SAM.gov Entity ID:** QLJDP2YNDJH7  
**SAM.gov Name:** New Salem-Almont School District 49  
**SAM.gov Entity ID Expiration Date:** 01/21/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

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

As the school year wrapped up, discussion was held with students about possible uses of the ESSER funds and how it can best help them in the future. The result was overwhelmingly to use funds to create more opportunities for CTE courses as well as provide academic and mental health support.

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

N/A

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

The District reached out numerous ways for feedback from the public. Articles in the newspaper, website, and Facebook were among the chief ways to create the discussion on how to utilize ESSER funds. The June, July, and August Board meetings had ESSER funds on the agenda in which the Board and Administration held discussions and took suggestions on how to use the funds. Finally, the District created a survey that was administered in June and is currently open and taking suggestions on the use of ESSER funds.

The 504 Coordinator, Title IX official, and the Special Education teacher all felt that mental health supports and more individualized help were important.

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

The Superintendent worked with other administrative leaders, NDDPI, and NDCEL to come up with suggestions to bring to our school district. The Superintendent wanted to make sure ESSER funds provided mental health support as well more CTE options.

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

The District reached out numerous ways for feedback from school personnel. Articles in the newspaper, website, and Facebook were among the chief ways to create the discussion on how to utilize ESSER funds. The June, July, and August Board meetings had ESSER funds on the agenda in which the Board and Administration held discussions and took suggestions on how to use the funds. At a staff meeting in May, administration asked staff on their thoughts on the best way to spend the ESSER funds. Finally, the District created a survey that was administered in June and is currently open and taking suggestions on the use of ESSER funds.

Staff wanted more support for students academically, retention bonuses, and more counselor time.

#### **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 District reached out to a variety of stakeholders, including Morton-Sioux Special Education Consortium, our School Resource Officer who also works for Morton County Sheriff's Department, and community members were contacted regarding the use of ESSER funds.

The June, July, and August Board meetings had ESSER funds on the agenda in which the Board and Administration held discussions and took suggestions on how to use the funds. Finally, the District created a survey that was administered in June and is currently open and taking suggestions on the use of

ESSER funds.

The 504 Coordinator, Title IX official, the Special Education teachers, and S.R.O. all felt that mental health supports and more individualized help were important.

**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.new-salem.k12.nd.us/article/469672>  
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.\*:**

ARP and ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID-19. Supplies include cleaning supplies, disinfectant, gloves, and three spray cleaning machines.

\*Prevention strategies include, but are not limited to: new camera system to contact trace, seating charts, separate areas for high school grade-levels to congregate before school begins, lunch times extended to prevent overcrowding, installing a NFHS camera to allow patrons to watch events from home, and following NDHSAA protocol for practices and games.

\*Building improvements to the elementary and high school to improve air quality by installing new windows to replace the 1962 single-pane windows in the high school. New air filtration systems in the furnaces of the elementary school as well as the wrestling room.

\*New Salem-Almont School District will follow isolation and quarantine guidelines and directives as set by NDDOH and Custer Health Unit.

**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.\*:**

In determining how to address learning loss, stakeholders felt that smaller class sizes and hiring a full-time interventionist could make help close the gap in learning loss. A smaller 6th grade class, going from 24 student to 12, would allow the instructor to work with smaller groups of students and be able to pay better attention to each student's needs. Hiring a full-time specialist for the next three years will help us better follow the MTSS systems of support and hopefully allow us to continue with that position using local funds after the grant is up. Thus 24% of ESSER III funds New Salem-Almont Public School receives will go toward student learning loss. (side-note: New Salem-Almont has planned to spend 38% on learning loss with ESSER II funds.)

New Salem-Almont Public School utilizes NDMTSS in the subject of both reading and math. Upholding a system of supports requires districtwide screeners, an evidence-based curriculum, and trained intervention educators. Intervention and special education teachers will acquire appropriate curriculum training to maintain academic pathways with reliability and fidelity. EasyCBM and the Renaissance STAR test are used as the universal screeners for all grade levels. EasyCBM and the Renaissance STAR test will be used as a progress monitoring tool. The curriculum used for intervention fits both math and reading academic pathways on a personalized learning level as well as a direct instruction model. Curriculum for MTSS includes Corrective Reading, Phonics for Reading, Moby Max, ExactPath, Barton, and Read Naturally. Mandatory funds that have been set aside will be used toward purchasing additional curriculum and district-wide screeners along with teacher and paraprofessional training.

**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.\*:**

New Salem-Almont Public School works with community leaders to provide disproportionately impacted students with food and supplies. Each week, students are provided food for the weekend from the backpack program provided by our counselor through generous donations from community members. New Salem and the town of Almont offer low income housing and resources for families experiencing homelessness. We have two special education teachers with eight paraprofessionals serving our children with disabilities. Our EL teacher meets with each of her EL students individually to provide one-on-one, personalized services based on language needs. We have a Full-time Title I teacher along with an aide to work with students in the areas of math and reading. We provide equitable educational opportunities through the MTSS process where students receive appropriate reading and math instruction at their level. We added a full-time interventionist to help students that do not qualify for special education or Title services. The district also provides the MobyMax and the Exact Path programs for students to work at their own level and speed. To track students, we use the STARS and NWEA tests in order to help gauge what we need to do to eliminate the learning loss that took place during COVID. New students are screened using the district-wide assessment (STARS) to begin a pathway placement for the student to receive curriculum at their personalized learning level. Students with disabilities are provided with one-on-one support.

## 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)
Improving Air Quality	\$106,211.15	\$0.00
Additional pay	\$16,500.00	\$0.00
Educational Technology	\$72,000.00	\$0.00
Supplemental learning	\$108,000.00	\$108,000.00
Implement public health protocols	\$51,911.00	\$0.00
Perkins (Career & Technical Education)	\$70,543.85	\$0.00
	<b>\$425,166.00</b>	<b>\$108,000.00</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?\***

During the pandemic, we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap between these populations and the rest of the student population. The lack of staffing in our intervention system could result in students not receiving services or the quality of those services suffering. The variation in our classrooms' indoor air quality could potentially cause an equity issue as well. Finally, mental health issues with students and staff exist that create barriers in our school.

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

New Salem-Almont plans to address the needs of students through our MTSS system and extra staffing for that system. In this system, we assess all students using standardized measures. From these assessments and teacher input, we identify students in need of support. From here we meet monthly to discuss progress in our PLC's. Our new Interventionist will monitor the progress of interventions twice a month. In these meetings, we have representation from the counselor, special education, principals, and ELL services. The counselor is also our title IX coordinator. Our MTSS coordinator is also our 504 coordinators. Between these checks and team members, we make sure the needs of all students are met.

The funds we are using to address our indoor air quality will improve the classroom environments of all high school classrooms. The elementary air quality has improved. Our high school classrooms have new windows to provide fresh air and better air movement. Finally, mental health plays a role in the ability to learn, therefore we have added a part-time counselor and hired a S.R.O. two days a week to work with students. For staff, we are a part of the Village E.A.P. that provides resources to help staff with mental health issues.

We have policies in place to help protect our different subgroups. Board policies, such as ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials are in place to ensure that our school is following state and federal law. We also have student handbook policies on sexual harassment & discrimination, a non-discrimination policy, and Equal Opportunity and Equality Regulation. Parents and staff are required to read and acknowledge the handbook policies at the beginning of the year. This is documented in the main office. Our 504 and title IX coordinator monitors school activities, policies, and procedures to make sure they are providing all students and staff equal opportunity.