

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

- Students
  - Minto School District #20 obtained student stakeholder information through a project based learning experience with grades 8-12. Students were given the task of developing building improvements as well as landscaping options to enhance our school building. The students were put into teams that gave a financial as well as a physical layout for their ideas. The teams then did a presentation to a panel of judges which consisted of two members from the building committee and the superintendent and two community members.
  - Grades K-6 were given a survey.
  - The analysis of these inputs, were taken into consideration.

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

NA

### Civil rights organizations (including disability rights organizations)

#### Civil Rights:

Minto Public School Parent advisory team is made up of the adults who represent the demographics of our school district. We have every economic status represented, minority, a parent with a child who is disabled and gender is represented on the parent advisory team. The plan was discussed within our Parent Advisory and they were the conduits to the community. The community is always invited to attend our meetings.

The main objective of our project is to create a better learning environment for Special Education, Career, and Technical Education space to train our students for the 21st century based on their skill level.

The Parent Advisory met:

March 8th, March 29, April 12, April 29, July 6. The planning for this project started in 2020, once the idea came to fruition the Parent Advisory was brought in for consultation.

The District also had a public open house to discuss the project. August 4th.

### Superintendents

School District Administrators from Walsh County: Park River, Fordville, Grafton, And Pembina County: North Border, Drayton Grand Forks County: Manvel and Midway, Upper Valley Special Education Unit: Dan Juve.

The topic of how Minto was planning to spend their ESSER III funds were discussed at the July, August and September meetings. I asked for ideas as to how they were spending their EESER III money.

The discussion that ensued was in regards to learning loss and learning acceleration. I explained Minto's high poverty rate and student's for whom online learning was a challenge.

We discussed how we going to test all students with FastBridge assessment. The new reading program and math program also identifies at risk students. Minto was going to hire three educators and hire a math teacher so our current math teacher can spend time with students advocating for them. In addition, two-para professionals would be doing one on one or small group intervention where they were needed.

The people we hired would fill the rolls of our mental health supports and at risk students and specific learning needs. The superintendents discussed the need for mental health services for our students. The extra staff members would be able to collaborate with classroom teachers and involve themselves in evaluating data.

The Monthly meetings are always helpful, they are designed to discuss issues districts are experiencing and solving problems. They are a sounding board for the superintendents

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

Leadership Team:

The leadership team is a representative from each school and specialists. The planning for this project has been a topic of discussion at the leadership team meetings.

Oct: 7th, 14th, Nov 4, Jan 20, Feb 3, 10th 17th, March, 1,10,17,31. April 31st.

In addition, on the building design team two teachers were a part of this team. Input was regularly taken and information passed along to the staff, at staff meetings and from the leadership team.

The architect on the project also interviewed all special education staff members for input on what they needed in terms of space.

The district met with North Valley Vocational Center Director for input in regards to the desire to expand CTE at Minto School District.

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

Underserved students.

Minto does have an English learner population, we do not have homeless students, at this time no foster students, we do have students who are migrants and we have no students incarcerated in our school district.

We have hired someone specifically to be a voice for our Migrant population and English learners. The liaison has a close relationship with the students and parents. The liaison lives and is related to the majority of our patrons who are members of this demographic.

The liaison kept the patrons informed, met with them and invited them to meetings. The liaison was also part of the process. The liaison is an excellent resource for the school district and the families and made sure they were well informed and able to give input.

### ***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.mintok12.org>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.

#### Prevention and Mitigation:

The School District currently has limited space for the Special Education Program. High School Special education is located in a room, which was cut in third to provide space for the high school special education students. The classroom, which was cut by one third, requires the students entering their classroom to walk through the high school special education department.

There is a large amount of traffic, which goes through this small space to get to the academic classroom.

There is no privacy for this space; people may walk through at any time of day to access the academic classroom.

The room space is also very small and not large enough for social distancing or to accommodate the caseload of the Special Education teacher.

The two special education elementary teachers and a Title 1 teacher were relocated at the start of this year, when the space they occupied was needed for a second section of Kindergarten. One teacher and her para are located in the office the superintendent and elementary principal shared. A small space.

The superintendent and elementary principal now share an office with the Technology Administrator.

The speech teacher and PK-2nd special education teacher have split the speech teacher's room in half and are now sharing it.

None of these spaces allow for any social distancing or privacy to work with the students. The Title 1 teacher who also shared this room has been relegated to a former storage room off the gym.

The new special education space will consist of a full classroom remodeled to meet the needs of the Special Education Department and Title 1.

The current main office will also be utilized by Special Education. The main office space will allow two office rooms to work with students. Two smaller break out rooms and one main area. The square footage that the Special education department will occupy will substantially increase with the addition of the classroom and the repurposing of the office space. It will also centrally locate the Special Education department in the school and the Title 1 department.

The larger space will allow each teacher to be able to have enough room to work with their students and to stay at a safe distance from each other. It will allow for privacy.

The school district is currently experiencing growth. Classes are being held in the commons area and the teacher's lounge. The classroom addition will allow the School District space for learning. The commons at times has three classes using the space. The teacher's lounge is small and makes it impossible to social distance.

The district is planning a four classroom addition to address space issues.

It is also planning a new safe and secure entrance with new office space. This will control who comes in and also allow for the needed office space.

It will allow for a nurse's room to bring students when they are not feeling well.

The mitigation strategies for the school district.

- Hiring an extra custodian.
- Cleaning protocols, which involve the use of a disinfectant sprayer and spray.
- Social Distancing students.

- Masks.
- Bus cleaning.
- Education on Covid and prevention strategies.
- Hand sanitizer in each classroom.
- Cleaning supplies in each classroom.
- North Dakota Health Covid -19 School Attendance Guidance Decision Tree for Parents sent home and posted.

### ***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.
- The District research of literature on effective reading and math interventions found that interventions delivered by paraprofessionals were effective, but interventions were more effective when delivered by certified teachers.
- Intervention group sizes were found to matter in effectiveness. Groups of 3, or one on one were found to be effective. No larger than 10 is recommended.
- Targeted intervention to address the deficit.
- Research has consistently demonstrated the positive effects of small-group reading intervention with students at risk for math and reading failure in early elementary, upper elementary, middle school and high school.
- The District has chosen to hire 3 certified teachers and 2 para professionals to work as a team with the classroom teachers and Title 1 to implement small group targeted interventions.

### ***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.
- Needs of Students Disproportionately Impacted:
- Healthy eating is important for our students. The Minto School Board has implemented paying the cost of second servings for all students within our school district. The school district has hired extra kitchen staff to accommodate the needs of our students. The school district provides fresh fruit and vegetable snacks during the day.
- Minto School District educators have been trained in the practice of Restorative Circles. This is a scheduled time in every student's day. The school district has also hired an advocate to engage with students. This person is someone the students easily engage with and respect. The goal is to create a safe and supportive environment in which they see the adults in our school care for them.
- The district believes that without meeting the social and emotional needs of our students, we have not set the foundation for learning.
- Minto uses the Multi-Tier System of supports framework MTSS for academics and SEL we implement positive behavioral interventions and support and evidence based practices which match the student's needs.
- Minto school district emphasized with its patrons during registration and open house our approach to school safety and inclusiveness especially emphasizing our school discipline policy. The discipline takes into consideration the individual; it is not a blanket approach. It is designed to support and respond to the individual student including students with disabilities.
- Minto School District hired a person to directly work with our migrant and Hispanic population. This person knows this community. Part of the work is to monitor attendance, homework completion and tutoring.

- The District has also implemented after school hours for homework completion and tutoring.
- The district is emphasizing acceleration opportunities for our students. This is done within the school day after school and during summer school. All this is done with the parent as an equal partner.
- Whether its acceleration or remediation. The parent student conference is a key component. Teachers are in regular communication with the parents or guardians.
- The school district offers an after and before school program. The school district offers rides to and from activities. The school district has done away with all fees for activities. All fees for academics.
- The school district pays for admission to events for students.
- The school district is actively engaged with outside entities such as North East Mental Health. Counselors come in the school and see their clients.
- Low Income: The District provides school supplies, warm clothing and internet connections. The School District has also hired a school advocate to reach out to families and support their students in school.
- English Learners: The school district has two Spanish speaking para's. The District follow all the EL requirements. The District has a teacher who is fluent in Spanish who attends IEP meetings if the families do not speak English. There is also tutoring, homework help and intervention time.
- Migratory Students: We make sure the proper paper work is filled out. The school district uses assessments to identify any gaps and they get one on one help or small group intervention.
- Children with Disabilities: The District is part of the Upper Valley Special Education Unit. The Unit Provides the teachers and we provide the technology and curriculum they may need. We also have four para's professional who work directly with students who are disabled. One of the Principal's duties is to be in contact with the parents.
- Students who are Homeless: The District has a homeless liaison. If a homeless person is identified, we help them access the services available. Our advocate also makes contact and supports these families. We have families fill out a form at registration, which would identify if they are homeless.
- Children in Foster Care: The District works closely with the foster family and social services. The advocate is also involved in meeting with the students. The foster child's needs are assessed and action is taken to meet their needs.

Students of Color: The school districts advocate has a relationship with our students. The advocate understands and supports our students of color. The advocate is in contact and aware of what transpires with our students. The advocate address the needs which arise in a timely manner using all resources necessary to meet the needs

## 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)
Construction Projects	\$974,944.00	\$0.00

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)	
Supplemental learning	\$61,699.00		\$61,699.00
Added needs of at-risk populations	\$61,591.00		\$61,591.00
Mental health supports	\$32,053.00		\$32,053.00
Added needs of at-risk populations	\$32,184.31		\$32,184.31
IDEA (Special Education)	\$43,340.00		\$43,340.00
Added needs of at-risk populations	\$12,868.69		\$12,868.69
	<b>\$1,218,680.00</b>		<b>\$243,736.00</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?

#### Barriers:

- Inequitable Space: The Special Education and Title 1 spaces are small cramped and inadequate for teaching the various groups which need to access these services. There is no space to social distance. There is no semblance of privacy when working with students or meeting with parents.
- Barrier: Safe environment:
- The main entrance of the school district and its offices are not as safe and secure as they could be. The space is overcrowded. Students who come to the office for medication are given marginal privacy. Students, who are sick, do not have a space to wait for their family to pick them up. They are sitting in the main office while they are sick.
- Barrier: Policies and practices, which may be exclusionary.
- Barrier:
- Attendance: The tracking of absent students and reengaging disconnected Youth.
- Barrier: Supporting Mental Health Need
- Students often struggle to access mental health services.
- Barrier: The need for a physically Healthy Learning Environment;
- The need for in-person instruction.

- Barrier: Lost Instructional Time:
- Research has shown the disproportionate impact of the pandemic on the achievement of students who may have been underserved already.

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

In order to comply with Section 427 of the General Education Provisions Act Minto School District will take the following measures to ensure equitable access to, and participation in, its federally assisted programs for students, teachers and other program beneficiaries with special needs.

The school district's construction project is twofold, adding much needed space for the special education department and the Title 1 department. The project will take one classroom and remodel it to accommodate the Special Education Department and the Title 1 department. It will also repurpose the main office space into Special Education space and Title 1 space. This will allow each educator to have the space need to accommodate his or her caseload. It will also allow for privacy for the students and staff.

The addition of a safe and secure entrance will create an environment where all who enter the building are controlled through the main office. The main office will be able to make sure all who enter are not sick and belong in the building.

The increased office space will allow for a nurse's station where students may take their medication in privacy. When a student is sick, they will have a space to stay until a parent or guardian may pick them up.

The four-classroom addition will allow for a physically healthy learning environment. Classes will no longer have to be held in the commons area or the teachers' lounge. The classrooms will allow for social distancing if necessary. The classrooms will also allow the school district to expand their Career and Technical offerings to students. Allowing students to be better prepared for the work force.

Additional staff will allow students lost learning time to be addressed. The school district will target students who have been absent and the extra staff will allow for intervention time and for some students acceleration of their learning.

The increase in staff will allow the creation of a school advocate to develop a close relationship with the students and to monitor the student's mental health. The advocate is someone the students trust and respect.