

10142 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Organization Information

Name*:	Emerado Public School District #127 - DPI
Organization Type*:	Public LEA
Tax Id:	
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SAM.gov Entity ID: F5MKU6UNDFB9
SAM.gov Name: Emerado School District 127
SAM.gov Entity ID Expiration Date: 03/21/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Beginning on the 4th Quarter of the 20-21 school year, students collaborated and met with staff representatives to discuss and write of school updates and their perspective of improvements that can be made in regards to the building, learning, and engagement. Staff and students in grades 3-8 were able to take this time throughout the month of May in place of classroom social-emotional learning. At our May meeting, we solicited feedback from the student representatives. This also included teachers, parents, community members, and board members. We compared the availability of these dollars to our school's improvement process. Using these dollars to maintain and expand student supports was discussed and implemented in the budget. The use of the funds to address previously identified building issues that could improve indoor air quality, address deferred maintenance, and help reduce the spread of COVID was addressed.

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

NA

Civil rights organizations (including disability rights organizations)*:

The administrator and the counselor had a meeting about the ESSER II and III budget. We discussed how these funds can help support our students who have disabilities and how services can be equitable. These members are also a part of our Cognia Committee in which the use of ESSER II and III dollars was discussed in June. Each of our representatives for civil rights was present and we discussed equally meeting the needs of all students, and to correspond to needs represented within our Strategy Map in My Journey of Cognia. We reviewed culture and climate data as well as student subgroups. This tied back strongly to our MTSS system which provides ICU times for all students, providing targeted instruction. To help continue the quality of these services with our existing student interventions in place and to add necessary ELA and Math specific interventions. A survey of was created and is still present on our school website for community input, feedback, and review. Any concerns made are considered and reflected monthly within board meetings. Announcements, meetings, newsletters, and social media were all present in communicating with all organizations and demographics.
<https://www.emeradok8.com/article/483459>

Superintendents*:

I currently serve in both roles as superintendent and principal in our district and have been involved with all processes regarding consultation and application of ESSER funding.

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

School staff and faculty have been title compliant with steady staff meetings each week to go over updates, discussion, and collaboration regarding ESSER allocation and development. Teacher surveys, professional development, and in-services have been an influence in determining a plan with all the best interests in mind regarding potential spending. A survey was developed in June asking for staff input on the use of ESSER II and III dollars. The administration reviewed the input from this survey as well as the open public meeting in July board meeting. In addition how to use ESSER II & III dollars was discussed at the June 23, 2021 board meeting. This committee consists of representation from board members, parents, ancillary staff, teaching staff, administration, and students. From these sources of input, it was identified that the loss of learning was important to our school staff. We expanded our supports for student interventions with additional staffing. We are also budgeting high quality curriculum dollars to address issues with loss of learning. In particular, we identified with the trend to offer an opportunity to address lack of collaboration and innovation opportunities, specifically in the past year, and a need for additional training with the new program.

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*:

Stakeholders within this group have included social worker, counselor, special education unit representation (UVSE), and our foster care liason. Perspectives and needs were voiced within this consultation and meeting to respond to these various needs Emerado will need to emphasize. From these conversations, it was determined that working through our MTSS, student intervention supports, and hands-on learning would provide many student subgroups additional supports.

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1350452/Emerado_Return_to_In-Person_and_Continuity_Plan.pdf
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.*:

It has been determined that districts return to in-person learning and the gap we experienced with in-person to virtual was wide. We reopen and operate effectively, all the while being safe and healthy, our building has hired cleaning/custodial staff to clean throughout the day, purchased screening tools in entryways, and enforced protocols to keep our building safe schoolwide. We will continue to research and reflect on supplies and practices to ensure the safety of each staff member, and student is taken care of utilizing all prevention strategies explained on our website. Distancing has been an issue within classrooms, hallways, and common areas. Classrooms are very cluttered with Art, STEM, and cleaning supplies that currently aren't an option to address anywhere else in the building. The lack of space has brought more clutter and a lack of learning space to continue to distance students properly. An added and adequate space to provide students for learning and innovation has become a districtwide priority.

We will also continue with our COVID committee. This committee consists of board members, parents, community members, health professionals, teachers, and administration. We review the use of ESSER dollars, the refinement of our Smart Restart Plans (Continuity of Services Plan), as well as other developments related to COVID. ESSER dollars help reimburse these individuals for their time.

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 Emerado Public School has earmarked 20.1% of its ESSER III funding for addressing Learning Loss. The breakdown use of those funds are as follows. MTSS (Multi-Tiered Systems of Support). Emerado follows this multi-tiered approach model to effectively provide targeted services to students. Allocation of resources, selection and implementation of curriculum, assessment of learning, and evaluation of programs follow an MTSS approach. Throughout the state and throughout the year services and growth opportunities are provided for training and progression. It is our intention to continue down this path. Hire an MTSS/Interventionist/Strategist/Paraprofessional/Tutor position for the district. This staff member will lead, implement, monitor, and collaborate with staff on schoolwide implementation of MTSS as well as next steps to take in our journey. The staff members will also analyze and utilize student data to help teachers make informed decisions as to the interventions and strategies to use to foster student and teacher growth. This staff member would be available to

tutor and guide students as well as provide guidance schoolwide. Tutoring/Intervention Curriculums. Emerado has embraced and utilized O-G phonics and reading instruction with our K-2 grade instructors. The Barton Series was created to help students with barriers to their reading/phonics learning by utilizing a multisensory methods for students to make connections between sounds and words. Connecting Math is a Tier 3 Math curriculum to address and break down big ideas into intensive and explicit methods to be utilized during small group instruction.

Emerado has planned, contacted, and researched a program to implement a SmartLab through the center of distance learning to benefit and support what the school and the state are currently pursuing with STEM, collaboration, innovation, and personalization. We will have the opportunity to provide these services within the school with space provided and learning loss working hand in hand with the dollars allocated.

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.*:

Emerado Public School serves a community that is poverty stricken. That poverty has been linked with negative conditions such as substandard housing, homelessness, inadequate nutrition, hunger, stress, poor academic achievement, lack of healthcare, unsafe neighborhoods, and lack of resources. Over 60% of our student population qualifies for free and reduced lunch, and we see many of our previously mentioned negative conditions on a daily basis. The restricted and congested spaces at Emerado Public School do not promote a culture of a calm, supporting community that we attempt to create for students. Some inadequacies at the school are a function of our highly transient and uneven enrollment. In an attempt to improve enrollment moving forward, Emerado has recently implementing a Preschool, Kindergarten, and personnel within each grade level. The effect has decreased the space we have available for our push to collaborate, innovate, and provide personal learning experiences such as multi-tiered support systems. Currently, we have a combined music room, library, computer, and storage space that is overflowing. With this proposal, we would add a space for Innovation (STEM, STEAM, project-based) learning, a space for library, and 2 breakout rooms. Stakeholder groups that we have addressed throughout the impact of COVID-19 have been availability and time. Low-income families have not been provided the resources to provide for families or loved ones, students with disabilities need to meet minutes and time, and highly transient students need to feel safe. We have addressed these components using Maslow's hierarchy of needs model. Students who were not taught with fidelity due to many factors. We will have the personnel and time provided to address this time lost with tutoring services and other supplemental options, STEM/Innovation/Project-Based opportunities, and personalization that is weaved throughout the NDMTSS model and process. Parent Engagement and communication through our website, instant alert, and other modes are present, and discrete communication to low-income and homeless families who need resources and accomodations. Weekly committee "Bulldog Basics" committee meetings address other various demographics and transient populations, and families in need. We will continue to meet and address all students who may have barriers, as well as family communication methods with these weekly morning meetings. Our student advocate will also have communication and resources ready to work with any specific needs outside the district that help each family who may be affected, or experienced trauma. All factors and demographics will have opportunities to for voices to be heard throughout lifespan of awarded grant.

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)
Budgetary shortfalls	\$78,000.00	\$0.00
High quality instructional materials and curricula	\$223,000.00	\$223,000.00
Construction Projects	\$810,315.00	\$0.00
	\$1,111,315.00	\$223,000.00

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?*

All of our students having access to a device and provide an access barrier. In particular for those families with less financial resources. These students did not have the same resources available to them at home. 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. Barriers with high quality curriculum include a new framework of creativity that is not traditional to all students and teachers. New supplies, information, platforms, resources, and platforms take time to implement and to grow accustomed to. With new curriculums brings new training for teachers as well as possible routine and scheduling conflicts. Accepting transition in what is best for our students is hard and takes research, time, and training together sometimes outside contracted time.

As part of our school safety/health plan to properly and sufficiently distance students, it became increasingly difficult to provide a proper setting to implement personalized MTSS learning methods and modalities. With the addition to our building, with provided room to provide explicit instruction is paramount to our student demographic. Breakout rooms to help close gaps we worked so hard to close this past year. Hallway and gym floors, close proximity distractions, and music/library rooms were all utilized to implement a proper MTSS model that took away from other programs with scheduling conflicts to keep these times and rooms sacred.

A highly transient school population has been prevalent in Emerado, and with that comes uncertainty into the unknown of enrollment and federal funding. Emerado is located outside of Grand Forks and across the street from the Grand Forks Air Force Base that consists of variables that are at times beyond our control. Enrollment trends have shown promise but have not drawn as much as we expect and when it comes to federal funding with ADM, there are budgetary shortfalls that may be in our future. Addressing this is what we are cognizant of is what has been allocated.

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

In our budget, we plan to address the needs of students through our MTSS system and extra space for that system. In this system, we assess all students using standardized measures such as data from Renaissance, State Longitudinal Data System, and Exact Path. From these assessments and teacher input, we identify students in need of support with evidence. From here we meet weekly to discuss progress and make adjustments. Our MTSS/Title coordinator monitors the progress of interventions once a month. In these committees, we have representation from the counselor, special education, administration, and ELL services. Administration is also our title IX coordinator. Between these checks and team members, we make sure the needs of all students are met and carried out with fidelity.

1. With the allocations provided, we saw an opportunity for our students that has not always been present, and has affected mental health/relationships within classrooms. The construction project and learning loss plan will enhance delivery of educational services that will promote a huge push throughout the district, as well as the state which is innovation, personalization, and collaboration. We also see this developing relationships and collaboration that the state also identifies as the "4 C's". This construction expansion will be the catalyst and opportunity we need to implement a "SmartLab", STEM, STEAM, Project-Based, and Collaborative Learning in a space that will be dedicated to it. The breakout rooms will provide the space for MTSS personalization all students deserve and need to thrive. With hopeful approval of this space, we will have the opportunity to break through educational barriers that have hampered the district and community for years, and provide an environment to our student demographic that was never available or close to an experience they have had at home, or in a school setting. The space would also open up rooms to implement this process effectively in classrooms as well providing extra storage, a dedicated computer room, and breakout rooms to serve with more explicit instruction.
2. Budgetary shortfalls due to decreased student enrollment number during the COVID-19 pandemic the districts funding sources have decreased. Budgetary shortfalls that occur can have an impact on all of our student subgroups. ESSER III will be used to address those shortfalls through its lifespan.

We have policies in place to help protect our different subgroups. We have board policies ACC Nondiscrimination and Anti-harassment, AAC-BR Discrimination and Harassment Grievance Procedure, and GAAD Selection and Adoption of Instructional Materials. 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 and inclusion of every member of Emerado Public School.