

10346 - 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: 08/11/2021 - 08/17/2021

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Contact Information

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Stanley North Dakota 58784
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Organization Information

Name*: Stanley Community Schools - DPI

Organization Type*: Public LEA

Tax Id:

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

Address*: PO Box 10

Stanley North Dakota 58784-____
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Phone*: (701) 628-3811 Ext. ###-###-####
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SAM.gov Entity ID: EXZVHXAJA1H6
SAM.gov Name: Stanley School District 2
SAM.gov Entity ID Expiration Date: 09/02/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

A survey was created where students were able to share their feedback on how the school would distribute our ESSER dollars.

Some of our money is being allocated to areas of need identified by our strategic plan. Students were included on the committee developing the strategic plan for our district.

Our student council also presented ideas to our school board on possible ways to maintain student health while maximizing class time during COVID.

Using these dollars to maintain and expand supports was discussed and implemented in the budget for the use of our ESSER funds.

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

NA

Civil rights organizations (including disability rights organizations)*:

Our community does not have civil rights organizations. However, we have sought input from our Title IX coordinator, Title staff, Section 504 coordinator, EL teacher, special education department, homeless liaison, and foster care liaison on the impacts of COVID on their demographics and how best the school could use ESSER funds to address those specific needs.

The public was able to participate in plan discussions by completing surveys that were sent out to the public via the school web site and Facebook page. Also, we have had public school board meetings that were open to the public and input was sought from the public at these meetings.

Because of this feedback we have added additional staffing (tutors, interventionists) and intervention software.

Superintendents*:

The superintendent has worked closely with the business manager, other district administrators, and the school board to help develop plans for our ESSER funds.

The superintendent was part of the school improvement and strategic planning team that helped identify needs of the district.

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

Principals initiated conversation with staff regarding interventions that could be used to address learning loss.

A survey was developed for teachers to identify technology needs for their classrooms which would help support instruction during COVID.

Teachers (union and non-union) were a vital part of the strategic planning process, serving as committee members and actively developing the plan on how to best improve our school.

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*:

As mentioned above, we have sought input from our Title IX coordinator, Title staff, Section 504 coordinator, EL teacher, special education department, homeless liaison, and foster care liaison on the impacts of COVID on their demographics and how best the school could use ESSER funds to address those specific needs.

Parents were able to participate in plan discussions by completing surveys that were sent out to the public via the school web site and Facebook page. Also, we have had public school board meetings that were open to the public and input was sought from the public at these meetings.

Because of this feedback we have added additional staffing (tutors, interventionists) and intervention software.

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.stanley.k12.nd.us/covid-19-information-page>
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 plan to purchase cleaning/scrubbing machines for each building to help disinfect surfaces and help reduce the transmission of COVID in our buildings. We also plan to hire additional custodial staff at each building to address the more frequent cleaning needs. Finally, we plan to use ESSER funds to update the air handling units in our high school gymnasium to help aid in the ventilation of a large shared-use space. Improving the indoor air quality has proven to be an effective mitigation strategy. Our gym is used for physical education classes all day long. We also have events such as concerts, sporting events, graduation and other community gatherings that bring together large numbers of people from our community as well as surrounding areas.

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.*:

Stanley School District will spend about 44% of our ESSER III funds to help address learning loss.

We plan to purchase a subscription to IXL which is a personalized learning program supporting student success and providing actionable analytics of learners, real time diagnostic tools, and personalized guidance on how to help students fill their knowledge gaps and grow from where they are. The evidence that supports this as a research based product can be found at www.ixl.com/membership/teachers/research.

We have created new math intervention periods that will be taught by two of our licensed teachers. We will also be hiring tutors and interventionists to work with students in math and reading in grades K-12. According to Evidence for Learning (2019), when utilized effectively and supported well, interventionists can make a significant difference to the learning outcomes of students.

We have purchased new elementary and high school math curriculum. The elementary math curriculum, Eureka Math, the most widely used math curriculum in the United States, is a research based math curriculum. The research supporting Eureka math can be found at www.greatminds.org/data_stories.

The high school math curriculum, Big Ideas, empowers teachers and promotes student ownership so that all learners can succeed in math. The Big Ideas program is based on five research strategies proven to have the highest impact on student achievement. The five strategies are Teacher Clarity, Feedback, Classroom Discussion, Direct Instruction, and Spaced Practice (www.bigideaslearning.com/esser-funding).

We have purchased a new English Language Arts curriculum at the elementary school, Voyages in English. Voyages is a research based curriculum that teaches children the fundamentals of grammar and writing and emphasizes the importance of vocabulary development for literacy skills. Research supporting Voyages can be found at https://www.voyagesinenglish.com/images/VIE18-StpedInResearch_Tradition.pdf

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.*:

- Low-Income: Stanley Schools partners with other community groups (churches, the Mountrail County Medical Center, Stanley Parks and Recreation) to provide food and supplies to low-income families in need.
- Students of Color: We have non-discrimination policies in place that are adhered to for all students. We ensure that all students receive the services they need, regardless of student color, race, ethnicity, etc.
- EL: We have an EL teacher and a designated EL paraprofessional. They meet with the students individually to offer personalized services based on their needs.
- Children with Disabilities: Our special education department consists of seven teachers, a speech pathology assistant, and over 30 paraprofessionals to help meet the individualized needs of our students. Through our special education unit we have access to a social worker, OT, PT, and school psychology/behavioral specialists.
- Homeless Students: We do not have any homeless students at this time, but we do have a homeless liaison if the need arises.
- Children and Youth in Foster Care: We have a foster care liaison to help ensure necessary supports are provided for students in the foster care system.
- Migratory Students: We do not have any migratory students at this time.
- As a result of consultations, we added additional staffing (tutors/inerventionists) and intervention software.

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	\$250,000.00	\$0.00
Other Activities to maintain operation & continuity of services	\$153,818.69	\$20,605.07
Supplemental learning	\$296,073.75	\$296,073.75
Purchase cleaning supplies	\$15,000.00	\$0.00
High quality instructional materials and curricula	\$78,313.56	\$78,313.56
Mental health supports	\$2,685.00	\$2,685.00
Ensure preparedness and coordination	\$3,300.00	\$0.00
Educational Technology	\$161,525.00	\$26,525.00
	\$960,716.00	\$424,202.38

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?*

The district understands the six types of barriers that can impede equitable access/participation: Gender, race, national origin, color, disability or age. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in all aspects of the educational programming offered by the District.

Barriers that may exist in our community include:

Equitable access to technology - some of our students and their families lack the access to adequate technology to complete work and access instructional materials from their home if they are quarantined or out of school for other reasons.

adequate nutrition - there are many families in our district who are not homeless, but do still need assistance with providing adequate meals to their families/school aged children.

health/social-emotional wellness - we have noticed an increase in students being referred to the office for negative behaviors and an alarming increase in suicidal ideation. Oftentimes this leads to missed school for students.

educational access - some families may need assistance in the area of transportation to help their students get to school.

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

We are working to overcome the above listed barriers by providing one-to-one technology in our buildings, updating classroom technologies and ensuring that all classrooms have a sound amplification and video system.

Our students have access to free meals through the USDA program. We also have a food program for students in need that provide nutritious meals, including proteins, fruits and vegetables outside of the regular school day.

We have partnered with the Mountrail County Medical Center to provide access and funding for a social-emotional wellness program (Dare to Define). Also, through our special education unit we are able to provide free counseling services to staff and students.

Due to input from parents, we have learned that transportation is a barrier and we have added an in town busing route to make sure students are able to make it to school safely.

We have the following policies in place in our district: ABDA - Accessibility, AAC - Non-discrimination and Anti-harassment; AACA - Section 504; ABCC - Wellness Policy. Our district monitors policies and procedures to ensure that equal opportunity is provided to everyone.