

10158 - 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	03/13/2020 - 09/30/2024
Initial Submit Date	Aug 17, 2021 9:05 AM
Initially Submitted By	Jeff Olson
Last Submit Date	Sep 13, 2021 11:11 AM
Last Submitted By	Jeff Olson
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Contact Information

Primary Contact Information

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Organization Information

Name	Fort Totten 30 - DPI
Organization Type	Public LEA

Tax Id

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

Address PO Box 239

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SAM.gov Entity ID UHHELPLSQK37

SAM.gov Name Fort Totten School District 30

SAM.gov Entity ID Expiration Date 02/10/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students

The students input was sought and received when they were surveyed during the Cogia school improvement process.

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

We hold annual Tribal Consultation, the most recent consultation was held on August 9, 2021.

Civil rights organizations (including disability rights organizations)

Civil Rights training was completed by several in our school system. All of them serve on the leadership team and were involved in data research and suggested uses of resources. Our school's 504 coordinator and Special Education Director are members of our school leadership team that provided guidance in the selection of learning loss interventions and shared other needs of the groups they serve.

Superintendents

The school superintendent sought and provided input from other sources like, ND DPI, NDCEL to share with the school personnel and the School Board.

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

School leadership team, consisting of teachers, administrators, directors and counselors, reviewed school data and identified potential learning loss options. Extended learning time and implementation of ND MTSS were identified and presented as suggestions to the school board.

**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**

Our school liaison (who is also specifically responsible for Foster care and homeless students) was involved in the school surveys. The liaison contacted students and families in these subgroups to make sure they completed the surveys. Special Education Director and IEP case managers worked closely with other departments to ensure the students they serve will receive their accommodations. Transportation, ESY, physical and occupational therapy as well as speech and language service were in constant contact with Special Education personnel and plans are established if/when a COVID-19 positive or close contact issue arise.

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.fourwinds.k12.nd.us/o/fwhs/page/covid-19>
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 would like to utilize a significant amount of our grant for construction of an addition to provide adequate space for social distancing. Josh Tweeton, Environmental Director for Spirit Lake Environmental Protection Administration wrote the following in his Independent Certification For Emergency Grant Application: "After assessing areas of the Fort Totten Public School I noticed many areas of concern in which the condition is an emergency which includes overcrowding, deterioration, insufficient ventilation, poor water quality and mold.

Small classrooms were of concern as we are in the middle of a COVID-19 pandemic. CDC guidelines recommends students to stay 6 ft apart but that is not possible in the majority of classrooms and labs as the classrooms are overcrowded and with higher enrollment numbers happening each year this will current problem will only worsen. With majority of students living in small multi-generation homes the concern for COVID-19 to spread not only through the school but across the Reservation is a major concern."

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.

Fort Totten Public School District will use strong evidence-based interventions to remediate learning loss caused by the Covid-19 Pandemic. Our district will set aside over 20% of ESSER III funds to address academic learning loss by implementing the evidence based interventions listed below:

Tier I Strong Evidence - supported by one of more well-designed and well- implemented randomized control experimental studies: Read 180 will be used to address learning loss in the domains of comprehension and literacy achievement. Read 180 is ranked by What Works Clearinghouse as Tier I strong evidence in these learning domains.

Educational technology will be purchased to support this program and teachers will be employed and trained to implement Read 180 and STAR 360 assessment tool.

Summer school is ranked as a Tier 1 strong evidence intervention by What Works Clearing House. Fort Totten Public school will offer a 20 day summer school (Extended school year) for all students during the 2021-2022 school year.

Certified teachers, paraprofessionals and transportation cost would be funded with the Learning Loss funding source.

After school programs are ranked as a Tier 1 strong evidence intervention by What Works Clearing House. Fort Totten Public School will provide after school tutoring 3 days a week for students who need extra support remediating skills and to ensure credit attainment. After school tutoring is defined as a strong evidence Tier 1 support by What Works Clearing House.

An evidence based Tier 2-3 intervention, Freckle Math with STAR assessments was purchased, teachers have been employed and trained in the use of Freckle Math.

Odysseyware a Tier 2 intervention was purchased and professional development was conducted and staff are implementing it.

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 school is 100% free and reduced lunch and we are a school-wide school. We conduct monthly parent meetings to keep our families informed and gain feedback. We have a school liaison who's role is to identify the needs and act as an advocate for homeless students (including unattended youth) and those in the foster care system. The liaison provides updates on any needs from those groups to the school leaders. For example if a student moves and there was not internet accessibility, the administration could contact an internet provider and make arrangements to get internet for them. The liaison would also contact students and parents to make sure they completed the surveys, The liaison also participates in the school's monthly parent meetings, sharing information on their services and contact information. The district Special Education director serves on the schools leadership team and presents the needs for the children with disabilities at the planning meetings for ESSER.

Odysseyware and it's supports provide students things like Text-to-Speech audio supports for 6 different fluency rates to meet the needs of students that are struggling due to to any reason. Odysseyware also has a translation tool for 23 different languages.

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)
Supplemental learning	\$70,000.00	\$70,000.00
Added needs of at-risk populations	\$660,340.00	\$660,340.00
Other Activities to maintain operation & continuity of services	\$80,300.00	\$0.00
High quality instructional materials and curricula	\$43,364.00	\$43,364.00
Construction Projects	\$2,714,535.00	\$0.00
	\$3,568,539.00	\$773,704.00

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?

Our school district is 99+% Native American and 100% free and reduced lunch. So, economic restraints are a concern. Our school has been categorize as one of the lower performing schools in the state and have been placed in comprehensive support to address our past graduation rate and all around academic progress.

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

To address the economic concern we have implemented a one-to-one device program. To address the graduation rate and academic issues we will be implementing ND MTSS and having extended learning time (school year). Our school will utilize Odysseyware and its supports to address the individual needs of our students. For example, Odysseyware's Text-to-Speech Audio support provides 6 different fluency rates. Our School seldom has any EL students but we did have a student that was enrolled for a short period of time last year. The Odyseeeware program support has available a translation tools for 23 different languages and our student and her family were able to utilize it.

To address adequate social distance and identified air quality concerns (confirmed by an independent certification for emergency grant application conducted by Spirit Lake Environmental Protection Administration) , the School District has submitted grant requests to construct an addition to provide a safe educational environment for everyone.