

10281 - 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 17, 2021 3:33 PM
Initially Submitted By: Kelly Koppinger
Last Submit Date: Sep 23, 2021 12:59 PM
Last Submitted By: Kelly Koppinger
Approved Date: Sep 29, 2021 9:48 AM

Contact Information

Primary Contact Information

Name: Mr. Kelly Middle Name Koppinger
Salutation First Name Last Name
Title:
Email*: kelly.koppinger@k12.nd.us
Address*: 1308 Empire Road

Dickinson North Dakota 58601
City State/Province Postal Code/Zip
Phone*: 701-690-1660 Ext.
Phone
###-###-####
Fax: ###-###-####

Organization Information

Name*: New England Public Schools - DPI
Organization Type*: Public LEA
Tax Id:
Organization Website: <http://www.new-england.k12.nd.us>
Address*: PO Box 307

New England North Dakota 58647-____
City State/Province Postal Code/Zip
Phone*: (701) 579-4160 Ext.
###-###-####

Fax: (701) 579-4160
###-###-####
SAM.gov Entity ID: KBUBLTNJL5N4
SAM.gov Name: New England Public School District 9
SAM.gov Entity ID Expiration Date: 01/25/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Students were provided the opportunity to participate in an open forum discussions in Tiger Pride time, as well as, surveys to receive their suggestions and opinions on the following topic questions as it pertains to the ARP ESSER III Federal Fund Allotment. Our first topic was; What needs do we have that would make things better for you in the classroom, or how could we help you to be more engaged? Some of the feedback we received was: warmer rooms; project based learning in English, Science, and Math; more labs/hand-on activities in English, Science, and Math; more food at lunch and snacks during the day; better devices; field trips; hands on learning; better internet service at school and home; more labs in Science, catchup days to get caught up on assignments so they did not fall behind; and more between students and staff. What can we do to address your social/emotional needs? Some of the responses we received were: peer counseling; help with study skills; understanding social intelligence; use our Tiger Pride time to interact with their peers; teach 7-Habits; field trips like go to the park and take sack lunches; select some student (trustworthy students, maybe an upperclassman but someone who is friends with everyone open mind) to have students talk to; mental health breaks; have students be able to negotiate their absences when they are actually sick (without Covid); being inside the building all day is not enough activity for students; space to decompress; talk more directly with students, see if they need help - don't rely on a doctors diagnosis for things like disabilities and mental health; offer more one on one help. What can we do to enhance technology? Some of the responses were: find new and more interactive things for students; unblock more websites for learning; more bandwidth; more internet speed; better devices. What can we do to make you feel safer at school? Some of the responses were: better control of air temp in all rooms; auto flush toilets; touchless faucets in all bathrooms; less cameras- students feel like criminals; have someone that can be on campus or nearby in case of an emergency. Is there any other input to make our school a better place to learn and grow? have someone to talk to the students about diversity and people with emotional/physical/mental disabilities; hallway passes are not something the students want or feel is appropriate; detention should not applied to being late, sometimes it's not the students fault; more sports options; recess even for upperclassmen; tables outside; more time (5 min) between classes all day.

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

NA

Civil rights organizations (including disability rights organizations)*:

There are no civil rights organizations in New England ND.

We do have a 504 coordinator, homeless liaison, foster care liaison, and special education teacher who have been given the opportunity to provide input into the plan and who are part of the personalized learning committee.

The School Board held a public forum to discuss the use of ESSER funds on May 17, 2021 at 6:00 PM. The Board outlined the possible uses of ESSER funds. We also sent surveys home to our parents. We had stakeholders select high, moderate, or low needs for a variety of questions related to allowable uses of ESSER III Funds. When we asked our stakeholders about addressing student learning loss, their response showed this as being a high need. A follow up question to addressing student learning loss was related to professional development for addressing student learning loss. Our stakeholders responded with a moderate need in this area. Stakeholders were concerned about the social and emotional needs of our students when asked. This question also ranked as a high need. Technology showed a high need as well, both at home and at school. Better devices and better service were a concern if we had to distance learn. Finally, responses top questions relating to maintenance, repair and upgrades to the facility overwhelmingly showed a high need.

Superintendents*:

School administration met and will continue to meet to review and prioritize the use of ESSER II and III dollars. We examined schools vision, mission, belief, and goals along with the feedback from all stakeholders. We identified and defined our priorities and how these ESSER funds could help us achieve those priorities. Administrators then met separately with the districts building leadership committee and COVID-19 committee. The purpose was to discuss our findings and solicit additional input from our various school and community stakeholders.

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

New England Public School has addressed the use of ESSER II funds at our school board meetings on 1-25-2021, 2-22-2021, 3-15-2021, and 4-19-2021. Board meetings are open to the public and our minutes are published for everyone to view. Our Board would like to utilize these funds to split classes to alleviate some over-crowding in our elementary grades and to meet the academic, social, and emotional needs of our students after the pandemic. We would also like to upgrade our wireless access points in areas where access is not adequate for our one-to-one initiative. We have consulted with our Special Education Unit (West River) at our board meetings on 3-21-2021 and 4-12-2021. We consulted with our faculty and staff and gathered input on possible uses of the funding on 4-29-2021 and 5-7-2021. Our faculty agreed with the board on splitting some classes. They agreed with upgrading our wireless infrastructure in order to be able to teach in a one-to-one environment. They would also like more PD on how to teach remotely as well as receiving training on addressing the social and emotional needs of our students. Our administrative team will meet with our student council to explain the ESSER funding and get feedback from them on potential needs for the school. The School Board held a public forum to discuss the use of ESSER funds on May 17, 2021 at 6:00 PM. The Board outlined the possible uses of ESSER funds. Our School Board, with input from the community and committees, decided to utilize some of the ESSER funding on our building project that was approved on 6-4-2021.

**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*:**

I am on the Board of our new Social Service Zone for southwestern North Dakota. Over the course of the past year and a half, we have discussed the disparate needs of some of our students. Since social services are stretched thinly, we discussed the need for more counseling time here in our district. That need may be met by a part-time Social Worker on campus. We have a small number of special needs students, but through the IEP process we meet their needs. We are planning on participating in the new Career and Technology Center in Dickinson and the enrollment of special needs students may be a part of the IEP. Because we are a small, rural school with a smaller enrollment, it is impossible to share more detailed information without identifying specific students. But we have tried to meet individual needs through the IEP process with special needs students. Some of the other areas are not applicable, such as homelessness, migratory students, incarceration, etc. At this time, we do not have any students in a foster care environment, although that can change.

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.nepstigers.com/page/return-to-in-person-learning-and-continuity-of-services>
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 will continue to use ESSER dollars to support methods to keep our students safe. We will continue to purchase cleaning supplies and if needed PPE. We will monitor the infectious rates in our county and state to determine if we need to up the level of concern and requirements as documented in our plan. Our plan worked very well during the 20-21 school year, as we have very few students or staff quarantined. We were in person for the majority of the 2020-2021 school year. We will continue to monitor and adjust our plan as needed depending on state and federal mandates as well as local infectious rates. Our COVID committee team will continue to meet regularly to review and update situations that may arise. We will review and keep current the use of ESSER dollars, the refinement of our School Health & Safety Plan), as well as other developments related to COVID. Our committee consists of board members, parents, community members, health professionals, teachers, and administration. Our Committee was instrumental in helping approve a bond for an addition to our building to alleviate the overcrowding in our classrooms. Over the past ten years we have more than doubled our enrollment. Smaller class sizes will allow us to more effectively social distance in our classrooms.

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.*:

We would like to address learning loss created by over-crowding in a couple of our classes and split two of our larger classes into smaller more manageable classes. Small class sizes lead to more one-on-one attention from the teacher. Teachers are overworked and especially this past year. They often end up taking work home with them in the form of papers to be graded or lessons to be planned. With smaller class sizes, teachers can get to know each student as an individual, working with them to enhance their strengths and improve their weaknesses. Teachers can tailor instruction more individually. It's often said that teachers have to teach to the lower middle of the class. Anyone below that level has to fend for themselves, often being left behind in the shuffle, and anyone above it spends most of the class period daydreaming while they wait for everyone else to finish learning a concept they figured out ten minutes into the lesson. No matter which end of the extreme your student falls on, in a small class, the teacher is more likely to be able to tailor the instruction so that it stays on their level. With fewer students, the top student and the bottom student in the class usually aren't quite so far apart, and the teacher can work with each of them to ensure that they're getting the instruction that they need. With smaller class sizes, students would get to know each other better. Instead of students just being another face in a huge crowd, they'll be more likely to develop deep and lasting relationships with the other students around them as well as getting to know the teacher better. There would be less disruption with smaller class sizes. It doesn't matter how skilled the teacher is when there are thirty students in the classroom, there are going to be disruptions. Even the simple act of allowing students to work together on an assignment can lead to chaos as thirty voices fill the air--and that's assuming that the classroom doesn't come complete with a troublemaker or two. Worse, in a classroom that large, personality conflicts are more likely to occur, and to occur in extremes. Discipline begins to take up more of the class period than actual instruction. In a classroom with fewer students, discipline is needed far less often. There's more time for instruction. The more the number of students in a classroom grows, the more time must be used up each day on administrative tasks. Simply taking attendance takes twice as long with a large class size than a small one. Passing out papers becomes a monumental task. That's entirely aside from the grading process, when teachers in a rush to get through a huge stack of papers are less likely to give individual feedback and more likely to simply give the grade and a quick comment or two. Smaller classes are quieter and more orderly. Even when everyone in the classroom is extremely well-behaved, thirty bodies in a classroom is noisy. There's a constant rustling of papers, sniffing noses, students shifting in their seats. For a student with attention issues, those small distractions can be the difference between a lesson that's understood completely and one that they don't understand at all. We will utilize NWEA testing and AIMSWEB to identify students who have shown some degree of learning loss due to the pandemic. With this in mind, we would like to request funding (37% of our ESSER II Funds) to split classes to address learning loss due to over-crowding and putting 30 in a classroom. Upon review of our disaggregated data, we noticed an atypical population of students that were negatively affected by the pandemic. A large portion of our honor students no longer met the criteria for honor students. Our other populations of students were very typical with most of our students. We had several students affected by the economic stress created by the pandemic. The cost of internet access was a hardship on their families economically. We purchased iPads with cellular activity allowing them to work remotely when we had to. To meet the increase in health protocol, we would like to hire additional janitorial support. The remaining funds would be spent on our building project (Capital Expenses - Prior Approval For ESSER Funding) that was approved on 6/4/2021.

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.*:**

The district understands there are barriers that can impede equitable access/participation: Income, race, EL, Disability, Homeless, Foster Care, and Migrant. The district's current policies and practices have been established to eliminate barriers that may prevent students, educators, leaders to access or participate in the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students.

Poverty negatively impacts students in a variety of ways within K-12 education and beyond. This can be through a variety of different factors that are often symptoms of poverty, like health issues stemming from a non-nutritional, lack of food, or the inability to receive medical treatment for illnesses. These factors often place more stress on a student, which can negatively impact the student's ability to succeed in a school. We work with a wide variety of local, state, and federal organizations to help alleviate these factors. We work with the Ronald McDonald Dental program, Southwest District Health Unit, we counsel families filing with the NSLP, and we have developed a backpack program.

Students living in poverty often have fewer resources at home to complete homework, study, or engage in activities that helps equip them for success during the school day. Many impoverished families lack access to computers, high-speed internet (three-fourths of households currently have access to high-speed broadband), and other materials that can aid a student outside of school. We have developed a one to one initiative and have acquired funding to allow all of our students access to the internet.

As a District, we will attend Title I conferences and in-service days. Our Title I coordinator has attended education conferences and in-service professional development days to help identify and work with students who are homeless, in foster care settings, or are considered a migrant student. Our Title I coordinator and LEA local liaison will work together to develop and implement a plan that identifies ways and programs that will serve children and youths experiencing homelessness or in foster care. Our Title I and Homeless Education Liaison will share handbooks with other program staff to ensure effective communication. We will collect and share data on the needs of homeless children and youths; We have implemented district-wide efforts to make accommodations for eligible students, as necessary, in such areas as transportation, records transfer, class scheduling, and special services that will help them enroll, attend, and succeed in school. We have established a method for disseminating information on district-wide policies, procedures, and guidelines to identify and serve eligible students. We will include homeless parents in Title I parental involvement policies and create opportunities for homeless parents to be involved.

During the past seven years we have not identified any homeless students in our district. In the event we do have an identified homeless student we will utilize district funds to support the identified students. We will spend local dollars based on the students identified needs.

According to the New England Public School District Policy, students who are new to the district are identified as candidates for the ELL program during the registration process using our Home Language Survey. The District Office is responsible for the distribution, collection and maintenance of the home language surveys. Parents complete the survey at the time of enrollment. Following registration, the results of the home language survey provide each school with a list of potential students in need of ELL services. All potential students will be assessed using our placement test, identified and placed as soon as possible. Students that enroll after the start of school will be assessed, identified and placed within ten school days. Parents will be informed as soon as identification has been determined. The lead ELL instructional specialist will be responsible for ensuring the placement testing and parent notification occurs for all potential ELL students. Records of home language surveys and placement tests will be kept in the District Office.

We have embraced the idea of Universal Design. UD is a method of designing course materials, content, and instruction to benefit all learners. Instead of adapting or retrofitting a course to a specific audience, UD emphasizes environments that are accessible to everyone regardless of ability. We still adapt environments to individual students when needed.

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	\$185,144.00	\$185,144.00
Purchase cleaning supplies	\$84,075.00	\$0.00
Educational Technology	\$120,000.00	\$30,000.00
High quality instructional materials and curricula	\$25,000.00	\$15,000.00
Professional development	\$50,000.00	\$10,000.00
Implement public health protocols	\$35,000.00	\$0.00
Added needs of at-risk populations	\$25,000.00	\$25,000.00
Construction Projects	\$300,000.00	\$0.00
	\$824,219.00	\$265,144.00

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?*

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 the Federal Title programs. All teachers and students will have access to the activities provided with the Federal Title funds in this application. District staff assist to ensure that special accommodations are made to ensure access for those students on an IEP, 504 and care will be taken to assure benefits for both male and female students.

We have a district wide one-to-one initiative to provide all students' access to school personal devices to be utilized both at home, in the event of a shut down, and while they are at school. These devices will assist students both in school and at home for school related educational purposes, and possible distance learning when face-to-face education is temporarily impossible. Currently, the district is about 80% complete with this initiative.

We also need to take into consideration the rotation of existing outdated devices and students who will be new to our school district, as well as those households who do not have access to internet.

National data tells us that women are under-represented in the roles that are growing the fastest, notably STEM, and that the roles that have historically been held predominantly by women (like business and financial operations, and office administration) are roles most susceptible to disruption by automation. If we don't intervene, the imbalance will accelerate from the double gap. Locally, we see similar results in our data for STEM.

Because of our rural setting and our significant Free and Reduced student population, the biggest obstacle we need to overcome is to make sure all our students have access to the internet at home to allow them equitable access to the internet.

Until recently, our learning environment was not set up to effectively acomodate students with disabilities. Learning environments must be physically accessible to students with disabilities. For instance, students using wheelchairs, walkers, and assistive technology devices. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles. Classrooms must be able to accommodate a student's assistive technology devices, as well as other furniture to meet individual needs.

Curriculum needs to be modified and adapted to meet the needs, and limitations, of a diverse group of children.

Reflecting on the unconventional last year and a half we have gone through, we found our students of color were more adversely impacted by the challenges of distance learning than their peers. Given the increasing likelihood that remote learning may continue into this school year, it is important that we understand and address the racial and ethnic disparities in students' home learning environments that make meaningful participation in online learning more difficult.

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

As we plan for the 2021-22 school year and beyond, it is critical that we plan to honestly reflect on successes and challenges of our local education plans and learn how to make instruction more engaging and effective for all students. We are in the process of developing a comprehensive plan that reflects the considerations and needs of every stakeholder in the local education community. We are also developing the instructional delivery or scenario(s) that are best fit for our community, prioritizing the health and safety of students, staff, and strategic staffing to support and engage all students.

New England Public school has always focused on effective instruction. However, in today's world, we need to ensure every student has access to the resources and supports necessary to successfully engage with and master grade-level content.

It is extremely important we regularly communicate with all of our stakeholders to ensure all staff, students, families, and the community is informed and ready to safely engage in the educational process.

In order to overcome some of the barriers noted above, we will set aside funds in our budget to address the district's initiative for a one-to-one device for every student - taking into consideration those students who will be new to our district and continue the rotation needed to ensure we are replacing existing devices on a regular basis.

We will also develop a line item, in our budget to update interactive boards with current technology needed for junior high and high school classrooms. These interactive boards will be utilized for the delivery of educational material to students face-to-face, hybrid, and distance learning. Correspondingly, we will need funds to purchase technology devices, subscriptions, and licenses that will be used to provide access for all students to these resources.

We will also help families in need of internet services at home to secure those services to ensure students have access to the internet outside of school.

With the addition of the new space, created by our building project, we are able to work with students with disabilities in a more inclusive environment - in the classroom and outside the classroom. We have classrooms and space that can accommodate the diverse student population we have. We have space for PT, OT, Speech, etc. to work with our students in an office setting and not a closet. Our FACS room has handicap accessible counters and appliances.

We want to actively support the social and emotional wellness of our students and staff by making them feel connected, safe, and welcome. Our school community will support their well-being and encourage their engagement to ensure their success in the educational process. To do this we have added an additional part-time counselor to our staff.

