

# 10340 - 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:** 08/04/2021 - 08/17/2021

**Initial Submit Date:** Aug 16, 2021 2:14 PM  
**Initially Submitted By:** Wayne Stanley  
**Last Submit Date:** Sep 22, 2021 11:49 AM  
**Last Submitted By:** Wayne Stanley  
**Approved Date:** Sep 22, 2021 12:02 PM

## Contact Information

### Primary Contact Information

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### Organization Information

**Name\*:** South Prairie School District - DPI  
**Organization Type\*:** Public LEA  
**Tax Id:**  
**Organization Website:** <http://www.south-prairie.k12.nd.us>  
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**SAM.gov Entity ID:** QD6ZKCLNR4W7  
**SAM.gov Name:** South Prairie School District 70  
**SAM.gov Entity ID Expiration Date:** 01/08/2022

## ESSER III Application - Stakeholder Consultation

### *Stakeholder Consultation*

#### **Students\*:**

Students were encouraged to fill out the online survey to assist in prioritizing where the money will be spent. We solicited feedback from the student representatives. This also included teachers, administration, 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.

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

NA

#### **Civil rights organizations (including disability rights organizations)\*:**

The LEA/Civil Rights coordinator informed and advertised when meetings were taken place, by posting to our website and through our school alert system, but there are no Civil rights organizations in our community as we are a rural school built in the country, not in a city. We do have a 504 coordinator, homeless liaison, foster care liaison, and special education teachers that have been given the opportunity to provide feedback and are apart of the ESSER funding committee. We provide COVID updates on our website and send out notification to all families through our parent alert system.

#### **Superintendents\*:**

The Superintendent assisted in building the survey along with providing input on activities.

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

A survey was disrupted on June 11th 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 on June 14th. In addition how to use ESSER II & III dollars was discussed at the May 12, 2021 SICC (School Improvement and Curriculum Counsel) 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 and sufficient staffing was important to our school staff. We expanded our supports for student interventions with additional staffing. We are also budgeting curriculum and professional development dollars to address issues with loss of learning. In particular, we identified with the new science of reading requirements, a need for additional training for those grades affected by that legislation. The COVID committee consists of representation from staff members, administration, public health, the local hospital, parents, and community members. This committee meets on August 2nd. It is recommended as part of the budget to construct a Work Load bonus policy for 2021-2023. This would reimburse teachers for extra time outside their contracted hours devoted to issues caused by COVID 19 or addressing the loss of learning. This isn't specifically being reported toward the loss of the learning budget due to the variety of items that extra time could be put in for. The committee is hopeful this will help retain staff and to compensate certified staff for the additional work caused by the pandemic and its repercussions.

#### **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\*:**

The superintendent solicited feedback from the different parties representing student subgroups at the school. This included the superintendent who is the 504 and MTSS coordinator. The counselor is our Title IX coordinator, foster care liaison, and homeless liaison. Our special education director and our title

coordinator were also involved. Our ELL specialist provided feedback as well. From these conversations, it was determined that working through our MTSS and student intervention supports would provide many student subgroups additional supports. By expanding the certified staff support for these programs our hope is to provide a lower student-to-teacher ratio for small group student interventions. By expanding time for these positions it also allows those staff to give those tasks more attention. All communications are sent out on the school website as well as all parents are notified through the messaging alert system they have enrolled in.

**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/1473709/Fall\\_2021\\_Reentry\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1473709/Fall_2021_Reentry_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.\*:**

South Prairie School through our surveys and meetings will address these areas: Continued daily sanitizing of classrooms and busses.  
Use a modified schedule to lessen the amount of contacts from class to class, in the modified block 7-12 grade students have only 4 classes a day not 8, thus cuttin their exposure in half.

**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 are expanding our staffing supports for our MTSS, Title, and student support systems. We are moving our previously part-time title one position to a full-time position. We are adding a few more periods to two other teacher's schedules to provide extra support during WIN (what I need) times. This additional staffing is a tier 4 research-supported intervention. These are times when all students receive small group instruction based on individual needs. This will help increase the teacher/staff ratio during this targeted instruction as well as allow for more skilled staff in the execution of these interventions. We are moving into our fifth year of implementing MTSS, which is a Tier 1 research-proven student intervention system. We are also investing dollars in Tier 2 Really Great Reading (Science of Reading) supports for our lower elementary grades. These will help us better provide supports in our WIN times to students as well as improve our overall reading curriculum. The materials are staff are being trained on our based on researched-based principles of sound reading instruction. One research supporting this is [https://www.reallygreatreading.com/sites/default/files/rgr\\_pawhuska\\_case\\_study\\_8.15.18.pdf](https://www.reallygreatreading.com/sites/default/files/rgr_pawhuska_case_study_8.15.18.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.\*:**

We have a low population of ELL students who have high English proficiency. We have a free and reduced population that hovers around 30% typically. Our biggest key in meeting the needs of our diverse student population groups is through our MTSS system. Our teachers meeting monthly to review both standardized data (STAR and NWEA testing), teacher observations, and support staff observations. From here students are identified as in need of support. Combined with our title program we provide WIN (What I Need) times throughout the day providing targeted instruction in both reading and mathematics. At our MTSS staff meetings, we identify students in more need of support in the classroom. These supports can be delivered in the classroom through accommodations such as larger print or if there is a greater need for pull-out services to be organized utilizing our intervention staff. Our special education

instructor is a part of our MTSS team and provides input on how to meet a diverse range of needs. Our counselor is also a member of the team who is also our homeless and foster care liaison. We work through CREA and also organize the supports for our ELL students through this system by making sure ILP's are implemented.

At South Prairie School our low income students, students of color, ELL, children with disabilities, homeless, foster care, and migratory students needs range basic school supplies (paper & pencils) to higher needs such as clothing and shoes. Each of the students that fit into these categories is taken to the counselors where they are provided these items through local donations. These donated items are in school and available year round.

## 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)
Educational Technology	\$201,766.00	\$0.00
High quality instructional materials and curricula	\$80,000.00	\$25,000.00
Supplemental learning	\$336,000.00	\$170,000.00
	<b>\$617,766.00</b>	<b>\$195,000.00</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?\*:

One barrier in our district that is unique is the fact that a large percentage of our students come from Minot. While those students' attendance is typically similar to the in-district students, parents may have more trouble coming to conferences or meetings to address needs.

Another barrier is that we are a rural district with no city or town to call home. Being rural can affect our students that are poor, disabled, race, or gender. Being very rural can impede a family that is in poverty from attending unless transportation is provided. Age is also a factor with in families. If families do not have a licensed driver they also will need bus transportation. Having students of color, national origin and gender has an impact of being isolated. Being the only person in a rural area can have an effect on whether or not you fit in or are accepted by others in the school and community.

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

The District does provide information on-line through our web-site and Facebook pages.

Meetings are held monthly with all teachers to discuss issues and provide information and programs and plans that are available for teachers.

Communications with teachers is excellent with all administrators.

We do use technology to the extent possible. We communicate with parents through powerschool, email and posts as indicated above.

South Prairie is a 1-1 school so all individuals have updated technology. Communicating through these devices has allowed all patrons access to school information.

The District does have policies in place that address this issue. Policy AAC deals with Non Discrimination and Anti-Harassment and includes references to Federal laws that deal with discrimination, including Title IX and Rehabilitation. We also have Policy AACA that includes a Dispute Resolution for Section 504. Policy ABDA states that the Board will make facilities available to all, including individuals with disabilities. Policy FDE includes language that outlines our commitment to education all students, including those with disabilities. South Prairie Public Schools ensures that required policies are adopted by the Board and are followed.

