

10279 - 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: -

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Last Submitted By: Benjamin Schafer
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Contact Information

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Organization Information

Name*: Nesson Public School District #2 - DPI
Organization Type*: Public LEA
Tax Id:

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

Address*: PO Box 564

Ray North Dakota 58849-_____
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SAM.gov Entity ID: Q2L4UJ5FNK73

SAM.gov Name: Nesson School District 2

SAM.gov Entity ID Expiration Date: 08/27/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Meetings were held early in the process to identify needs in the district. These meeting included administrators, staff, parents, and the input of students. We had previously undergone an analysis of our needs through our strategic planning process. Within that plan, we identified short term and long term needs for the district. Through that feedback we found several needs. For students, they were hoping for hands-on learning experiences and to increase their movement within the classroom. Due to this need we have contracted with Cultivate 21 to provide job-embedded professional development for our educators. Additionally, we found that our counselor was pulled in many different directions due to the SEL needs of our students so the career counseling component for our students was being neglected. In direct feedback from our outgoing seniors, they labeled this as a need. We have hired a half-time person to fill that need.

Tribes (if applicable)-MUST write

NA if not applicable*:

NA

Civil rights organizations (including disability rights organizations)*:

We have 3 special education teachers in our district and worked in collaboration with them, working to be sensitive to their needs. Ray Public School has a Title IX Coordinator who will take part in the annual Civil Rights training session to ensure our district stays in compliance with all federal Civil Rights legislation. Each board meeting is open to the public if patrons would like to give additional feedback regarding any of the decisions made.

Superintendents*:

We are a small school district with one Superintendent. The Superintendent has taken the role of garnering feedback, communicating with the School Board, and helping to make decisions for the future of the school district.

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

Teacher and staff feedback is an on-going part of the culture of our school district. We work together and talk through many items at our regularly scheduled staff meetings. Additionally, there is always teacher representation at our school board meetings where they are often asked for feedback on a myriad of items.

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*:

Ray Public School has worked closely with the WilMac Special Education Unit, our homeless liaison, parents/guardians and other groups to identify needs and bridge gaps for our most underserved students. We employ a student facilitator who works with students, families, and staff to provide transportation, set medical appointments, etc. The Student Facilitator is a member of our lead team for COVID planning.

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://docs.google.com/document/d/1bay4veE2MWZsPytveD_yETJ6NztXPIUp3e1Hat_fOY/edit
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.*:

The District currently needs to keep student transportation vehicles outside which causes a variety of issues when discussing disinfection and cleaning of those vehicles. In North Dakota, with the extreme winters we are accustomed to, we have found that it would be necessary to build a bus disinfection center in order to create and comply with protocols for properly cleaning buses between uses. This will both prevent and mitigate the spread of germs and, it is our hope as a corollary, viruses.

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 District will be using the remaining funds from ESSER III to address learning loss through the evidence-based intervention of summer school. We will continue to offer summer school each year in an effort to help those students who need to close the skills gap. We will be asking those students in grades K-12 who are not performing up to their grade level standards if they would like to participate. We will use our Multi-Tiered Systems of Support Program to identify and seek out those students who may be in need of additional instruction.

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 low-income families have resources available through the city, county, and state to help meet their needs. Our Student Facilitator works with students and families to help them get the most out of the resources available. Having a small, rural school district our students of color typically have similar needs to our students of other races in our region of the country and we do not currently have any English Learners as students. Our children with disabilities, foster students, and migratory students have opportunities through additional teaching time, one-on-one time, summer school, SEL Services, our Student Facilitator, and the rest of our staff to access additional services they may require.

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)
Construction Projects	\$289,661.60	\$0.00
Supplemental learning	\$72,415.40	\$72,415.40
	\$362,077.00	\$72,415.40

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 Ray Public School District is a very rural district with over half of our students coming to school living outside of the city limits, travel can be a limitation for many of our students and patrons.

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

This is where our Bus Disinfection Center will be helpful. It will be an integral part of our new Transportation Plan Cleaning and Disinfection protocols. This will allow us to more easily add bus routes in the summer months which, in turn, will provide greater access to those students who normally might not be able to attend summer school. To have our cleaning and disinfection tools in one place (not outside) will help with the efficiency of completing those protocols.

Additionally, the Ray Public School is working through the North Dakota Department of Public Instruction to offer Edmentum, an online program that will be able to enhance curriculum for our students. This program is able to help those students who are struggling, in addition to challenging the students who excel in the classroom.

