

10386 - ESSER III 3/20-9/24 84.425U - 2021

Status Report Details

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Program Area:	CARES-CRRSA-ARP
Status:	Approved
Status Report Number:	002
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Initially Submitted By:	Wayne Fox
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Last Submitted By:	Anthony Esquibel
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Approved By:	Shauna Greff

Contact Information

Primary Contact Information

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Comments:	

Organization Information

Status*:	Approved
Name*:	White Shield School District - DPI
Organization Type*:	Public LEA
Tax Id:	

Organization Website: <http://www.white-shield.k12.nd.us/>

Address*: 2 2nd Ave W

Roseglen North Dakota 58775-____
City State/Province Postal Code/Zip

Phone*: (701) 743-4350 Ext. _____
_____-_____-_____-

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Benefactor:

Vendor ID:

PeopleSoft Supplier ID: 0000008656

Comments:

Location Code: DISTRICT

SAM.gov Entity ID: TMQBNH7BKQM8

SAM.gov Name: White Shield School District

SAM.gov Entity ID Expiration Date: 01/14/2022

State Issued ID: 28-085

Category #: 1172

Year Begin: 1999

Year Closed:

NCES#: 3819680

Restricted Indirect Cost Rate: 0.28%

Unrestricted Indirect Cost Rate: 1.32%

Document Approval

Level	Approved By	Approved Date	Approval	Comments
1	Shauna Greff	Oct 25, 2021 9:33 AM	Approved	

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

White Shield School's leadership team identified the need to create a K-1 position to meet the needs of students who were in need of further skill development typical of Kindergarten, but are socially and emotionally advanced enough to be promoted to the first grade. Accomplishing this would require that a new position be created as well as a portable teaching unit. Additionally, as a direct result of COVID-19 learning loss, White Shield's school-wide leadership team recognized the benefits that Sylvan Learning center would have for the district's students; therefore, it was decided that White Shield would contract with Sylvan Learning Center in Bismarck, ND to deliver a combination of online and in-person tutoring services to all White Shield students in the content areas of reading and math. Lastly, as a result of the remote location of White Shield School's physical location, the leadership team identified that the district's students do not have access to career and technology courses. Thus, the district intends to gain access to a Career and Technology teacher and courses vis-a-vis either a partnership with neighboring schools districts or by hiring a full-time Career and Technology teacher, should one become available. Lastly, the district solicited student feedback via a survey; the results of which were used to inform White Shield School's leadership team

decision making process in terms of maintenance of existing and expansion of new student supports via ESSER funds within the school. Additionally, White Shield School

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

White Shield School's leadership, in regular conversations and meeting with Tribal leaders in a manner that respects the unique government-to-government relationship with tribal nations and acknowledges the role of tribal leaders and elected officials as stakeholders within the Local Education Agency (LEA). White Shield school administration, in partnership with MHA tribal leaders, continue to identify on-going needs of its students in the current pandemic-influenced educational climate.

Civil rights organizations (including disability rights organizations)*:

White Shield School is continuously in consultation and works with its Special Education department figure heads and, when needed, solicits the advice of outside services providers at Souris Valley Special Education Unit to ensure that all students requiring these services needs are being met. White Shield's elementary special education case workers, high school Special Education case workers, and director of special education are included in district planning meetings to ensure that the needs of the district's special education department, students, and educators were realized. White Shield's director of special education remains abreast of all pertinent Title IX requirements to ensure that the district is accountable to and in compliance with all federal Civil Rights legislation. Moreover, White Shield's two professional school-based counselors work as the district's homeless McKinney-Vento and Foster care liaisons, additionally, both counselors are a part of their respective high school leadership team and elementary school leadership teams. And as such, both counselors were a part of all discussions regarding student success academically, emotionally, and behaviorally. Lastly, the broader public in the district is invited to meetings held at White Shield school which informs all that are interested about the school's participation in Title I, Part A programs, to explain how the students will be assessed, how the parents will be kept informed, and the right of parents to be involved in those programs. Such meetings are scheduled with announcements that are sent home with students, notices posted on all social media platforms, and reminders are sent out using the district's automated text messaging services.

Superintendents*:

The superintendent took the lead in putting the budget together in conjunction with the school-wide leadership team. This, too, is an on-going working process that remains flexible in order to mitigate any unforeseen complications that may, or may not, arise throughout the process. In regularly scheduled meetings, both the superintendent and school-wide leadership team worked in tandem with Ed Direction consultants who are also in various stages of collaboration with district's students, teachers, parents, and tribal leaders. The superintendent attended, and continues to attend, meetings with the school-wide leadership team, community members, the school board, and tribal leaders to constantly evaluate the disbursement of ESSER monies thereby ensuring that they are allocated both appropriately and judiciously to the benefit of all students.

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

White Shield School teachers were, and continue to be, an integral part of the compilation of this plan. Teachers across all levels were present in every budgeting meeting in order to gain real-time feedback on the needs of all the district's student body. As a result of this, several areas of need were identified to diminish COVID learning loss. Including, but not limited to: (a) ACT Prep, (b) funding for two additional summer school schoolteachers, and (c) paper products materials and supplies (i.e. paper masks, sanitizing wipes, hand sanitizer etc.). These examples illustrate the district's ongoing efforts to alleviate the impact and spread of COVID-19 on students, teachers, staff, and across tribal community members.

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 a result of the district's due diligence in sourcing information and feedback from stakeholders representing the invested interest of all its students, White Shield school has recognized the need for additional clinical mental health counseling within its student body. In conjunction with its two in-house school-based counselors, the district has identified the need to offer its students access to outside counselors via teletherapy. In addition to the obvious mental health benefits, the district anticipates that by connecting its students to the services of a clinical mental health counselor via ecounseling or teletherapy that students will be better suited to address mental health issues that can potentially diminish their ability to function in both the academic and social settings. Additionally, literature in this review suggests that mental health has a direct impact on academic functions predominantly in the area of behaviors. School-

based mental health services address various issues including long and short term issues such as severe and persistent mental health, family issues such as divorce, abuse and grief and loss and environmental factors such as homelessness and financial hardships. Despite the well-documented evidence suggesting the benefits of school-based counseling, access to community/clinic based services remains a challenge for many students - especially students in rural and isolated school districts, such as White Shield. Thus, the unseen benefits of this service include meeting the mental health needs of students while keeping them in school ought not be underscored or underappreciated.

By connecting students who would benefit from this service with teletherapy, the district anticipates not only improved mental status of students, but increased academic performance and socioemotional learning and functioning as well. The district remains in constant collaboration with all tribal social service entities to ensure that the educational, social, emotional, and long-term professional needs of students in foster care and students experiencing homelessness are met. The district's foster care liaison and McKinney-Vento homeless liaison attend monthly in-person staffing meetings with MHA tribal social workers, local FBI victim's services unit workers, foster care case managers, and MHA drug task force officers to staff the varied and unique needs of all students. To reiterate from above, the district is in constant communication with its Special Education department to meet and ensure that the unique needs and requirements of all students on IEPs are fulfilled.

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.white-shield.k12.nd.us/>
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 will use ESSER dollars to support methods to keep its students safe and prevent the spread of COVID-19 and all COVID variants. As such, the district will continue to purchase personal and protective equipment for students, teachers, and staff; will continue to monitor temperatures; will continue to follow all tribal and CDC quarantine, testing, ensure access to vaccines for students who are deemed old enough by the CDC to get the vaccine, sure access to vaccines for all district teachers and staff, and social distancing guidelines; and the district will continue to monitor and amend its distance learning plan and procedures, in order to be ready, should the district have to move from face-to-face to online learning.

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 plans to enhance its utilization of Sylvan Learning Center to address learning loss resulting from COVID-19 of its students. Sylvan was used in first through fourth grades in conjunction with classroom teachers during the 2020-2021 school year in the areas of reading and math and, as a result of which, the district intends to expand on the success and offer individualized Sylvan tutors to all its students.

Sylvan learning offers individual and small-group tutoring aimed at reducing student skill gaps in English language arts and math through evidence-based theories of teaching and learning. Sylvan learning in conjunction with the classroom teacher, maximizes instructional effectiveness of students via: (a) creating and instructional plan for each student; (b) using a curriculum that is aligned to national and state education standards; (c) providing ongoing evaluation and daily monitoring to track achievement; (d) promoting academic self-confidence perseverance, and a positive mindset; (e) parental involvement in the student's education program; and (f) classroom teacher involvement in the student's educational program (Rockman, et al., 2016). Sylvan's reading and math tutoring programs are highly individualized language arts and math programs that utilize an integrated and adaptive technology platform to provide support to students and teachers that adapts to students' individual needs, based on their performance. The platform helps classroom teachers scaffold instruction and motivate and instruct students in a highly individualized manner. The platform additionally tracks student progress and

identifies the most appropriate learning resources to be delivered to the student, in the content areas of phonics, oral fluency, vocabulary, and comprehension skills as well as highly focused instruction in the areas of numbers and operations, geometry and measurement, algebra, and the data analysis, statistics, and probability skills. Additionally, Sylvan Learning's intervention framework and instructional design draw upon Kame'enui's (2004) work on levels of intervention, or a three-tiered approach to remedial academic services for students who are not performing at grade level. The classroom teacher provides the Level I core instruction for the school-wide population. Sylvan provides Level II small-group instruction and Level III individualized instruction for students who need additional help; both Level II and Level III are designed to supplement and enhance what is being taught in the classroom. In a level II small-group setting, or in an individualized Level III intervention, Sylvan students have opportunities to reflect on their earlier experiences and make meaning of their new ones via Learning Log prompts which prompt the student to reflect on their understanding and learning experiences at the end of each tutoring session, for example.

Irrespective of either English Language Arts or Mathematics, Sylvan's evidence-based approach to learning encompasses both a cognitivist and constructivist view of learning. A cognitivist approach is evident in Sylvan's view that the learner is an active participant in acquiring knowledge and that the knowledge is organized into schmata that support student learning. Moreover, Sylvan's individualized approach supports the constructivist theory that each learner creates meaning from their own experiences.

Through its collaborative contract with Sylvan Learning Center to offer individual and small-group tutoring services to all students, the White Shield School district will use more than the required 20% to address learning loss.

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 White Shield Leadership team has included the needs of students disproportionately impacted by the COVID-19 pandemic.

The White Shield School student population has free and reduced meal for all students which 95% met the needs for low-income. At this time we have no English Learning students.

Children with special needs we will continue to update our special needs equipment and materials to ensure their needs are met.

We have no children experiencing homelessness, and for our students that are in foster care we will continue to meet with parents to ensure their needs are met.

We have no migratory students at this time, but we will continue to update as we go along.

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)
Added needs of at-risk populations	\$100,000.00	\$20,000.00
School facility repairs and improvements	\$100,000.00	\$20,000.00
Educational Technology	\$75,000.00	\$15,000.00
Indian, Native Hawaiian, & Alaskan Native Act	\$100,000.00	\$20,000.00
Professional development	\$100,000.00	\$20,000.00
IDEA (Special Education)	\$75,000.00	\$15,000.00
Purchase cleaning supplies	\$50,000.00	\$10,000.00
Additional pay	\$100,000.00	\$20,000.00
Supplemental learning	\$200,000.00	\$40,000.00
Transportation	\$100,000.00	\$20,000.00
Mental health supports	\$50,000.00	\$10,000.00
High quality instructional materials and curricula	\$130,000.00	\$26,000.00
Other Activities to maintain operation & continuity of services	\$75,000.00	\$15,000.00
Implement public health protocols	\$50,000.00	\$10,000.00
Adult Education and Family Literacy Act	\$10,000.00	\$2,000.00
Acquisition of real property or modular classrooms	\$100,000.00	\$20,000.00
Coordinate emergency response	\$10,000.00	\$2,000.00
Coordinate long-term closures	\$100,000.00	\$20,000.00
McKinney-Vento Homeless Assistance Act	\$58,365.00	\$11,673.00
	\$1,583,365.00	\$316,673.00

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?*

One barrier to the district is the remote geographic location of the school with some of the students bussing in from over 35 miles away. Thus, dissemination of announcements and/or access to services can, at times, be challenging given the physical distance of some families from the school. In addition, families of White Shield School students represent many income levels; students from families of lowered socioeconomic status struggle to afford regular and robust internet access.

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

The district does update its website and all social media platforms regularly to ensure that all pertinent information is available to all stakeholders. In addition, the district regularly utilizes its automated calling and messaging systems to update community members. Additionally, as a result of physical distance for some students, ensuring that every household has access to technology and stable internet access is paramount to the success of an online learning environment, such as what was experienced by the district in the 2019-2020 and 2020-2021 school years. Thus, the district took the necessary steps to connect each student district-wide with a learning device (i.e. iPad, Chromebook, and/or laptop) making White Shield school a 1:1 technology learning environment. Additionally, weekly staffing meetings at both the elementary and high school level were held to gain valuable teacher feedback regarding student attendance and engagement while education was delivered online. The district, sensitive to the various ability of its families to pay for internet access, ensured that all its students' families had regular and consistent internet service, thus ensuring the ability of all its students to access regular classroom instruction during the fully online and hybrid models of instruction. Lastly, the district goes to great lengths to buss all students to-and-from school for regular instructional days, as well as to all extra curricular activities, and to all learning enhancement opportunities that are off campus. Lastly, as a means of combating learning loss, the district engages in an after-school program that delivers targeted instruction to students in the areas of reading and math, from

which students are also bussed to their individuals homes.