

10333 - 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 13, 2021 9:29 AM
Initially Submitted By:	Kristi Miller
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Last Submitted By:	Kristi Miller
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Contact Information

Primary Contact Information

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Organization Information

Name*:	Selfridge Public School - DPI
Organization Type*:	Public LEA
Tax Id:	
Organization Website:	http://www.Selfridge.k12.nd.us
Address*:	PO Box 45
	Selfridge North Dakota 58568-_____
	City State/Province Postal Code/Zip

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SAM.gov Entity ID: GAJJC552TU54

SAM.gov Name: Selfridge Jr Sr High School

SAM.gov Entity ID Expiration Date: 08/20/2022

ESSER III Application - Stakeholder Consultation

Stakeholder Consultation

Students*:

Selfridge Public School District consulted with students during the spring school year on all ESSER funds and held discussions on ideas for the use of the funds during student counsel meetings.

In addition we have been holding open public meetings every month since April of 2021.

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

We have shared with the tribal council how we would like to use the money for our students at an open tribal council meeting. We answered the questions that they had and shared our plans from the input of all other stakeholders.

Civil rights organizations (including disability rights organizations)*:

There are no civil rights organizations in Selfridge. We do have a 504 coordinator, homeless liaison, foster care liaison, special education teacher, LEA Coordinator, Title I paraprofessionals, guardians, parents, community leaders, and staff who represent 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 who were given the opportunity to attend or did attend all meetings and discussions about ESSER II and III funding, and budgets to ensure that everyone was represented to receive equitable services and have equal input in uses of the funding budget.

Superintendents*:

The superintendent meets weekly with the principal and technology coordinator along with meeting monthly with the business manager. The superintendent also attends the biweekly leadership meetings where the plan has also been discussed.

The superintendent also worked with the board to share the requirements of the grant along with suggested uses. The My board also attended the summer board training that talked about ESSER funding and best uses for the funding.

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

Teacher and para input was gathered during monthly staff meetings, of which the superintendent and principal were a part of. If staff weren't in attendance of these meetings the principal consulted with them individually to gather their input. Bus drivers, janitors, cooks and the technology coordinator also had a chance to give their input.

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*:

We do have a 504 coordinator, homeless liaison, foster care liaison, special education teacher, LEA Coordinator, Title I paraprofessionals, guardians, parents, community leaders, and staff who represent 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 who were given the opportunity to attend or did

attend all meetings and discussions about ESSER II and III funding, and budgets to ensure that everyone was represented to receive equitable services and have equal input in the uses of the funding budget.

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*:

<http://www.selfridge.k12.nd.us/files/2013/02/2021-2022-Selfridge-School-District-Return-to-in-person-Learning-Plan-2.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.*:

ARP and ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID -19.

Supplies include cleaning supplies, disinfectant, gloves, masks, and any barriers need to keep all individuals at a safe distance while at school.

Prevention Strategies include, but are not limited to: cleaning routines, building improvements in the high school to include ventilation, new windows that will allow fresh air, removal of asbestos, remodeling to add additional space for classes, improvements to make our building secure and ADA compliant.

We will also be erecting a new addition on our high school to hold the elementary students within the same building. This new wing will allow them to have more room, secure building, no asbestos, windows that allow ventilation along with a ventilation system to improve air quality and add additional space to hold classes that can be spread out. Our elementary is currently combination classrooms that are too small for the number of students in those classrooms. They have no ventilation or security. They are not ADA compliant. The rooms are cold and dark.

We will also be updating and renovation the kitchen easier cleaning. Adding round tables with chairs that can be moved to allow for separation.

We will be adding touch less water bottle filling stations for use with water bottles for drinking instead of using fountains.

Selfridge School District # 8 will follow isolation and quarantine guidelines and directives as set by NDDOH and we will consult with the Standing Rock Sioux Tribe to ensure we are following reservation COVID-19 protocols.

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.*:

Twenty percent of ESSER III funds Selfridge Public School receives will go towards student learning loss. Selfridge Public School runs through a multi-tiered system of supports in reading and math. Upholding the district wide supports requires district wide programs, an evidence-based curriculum, and interventions along with the educators and paraprofessionals required to carry out the support for this system. We will use progress monitoring tools (such as Aimsweb and NWEA) to assess the progress our students are making. We will also use personalized learning curriculum and direct instruction model to fit each student's needs. The curriculum will include, but is not limited to programs such as Mathletics, Read 180, Math 180, Aimsweb, Reading Eggs, Math Seeds, Readwriting, Waterford and NWEA. The funds will also be used to train the teachers and paraprofessional in the programs.

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.*:

Selfridge Public School responds to the needs of students impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students by providing food bags from a food pantry to distribute to students. Every other week students receive food for the weekend from the backpack program. We also supply students with any hygiene products that they need. We have staff and program that provide individually personalized, one-on-one services to meet the needs of these students. Our teachers meet monthly to review both standardized data (Aimsweb and NWEA), teacher observations and support staff information. Students are then identified as in need of support and the team establishes RTI interventions to be used with the student. Combined with our title program we provide multiple supports throughout the day to target instruction in both reading and math. We have the use of multiple programs such as (Math Seeds, Mathletics, Reading Eggs, Read 180, Math 180, and Waterford).

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)
Renovation Projects	\$891,551.00	\$0.00
Educational Technology	\$75,000.00	\$75,000.00
High quality instructional materials and curricula	\$72,000.00	\$72,000.00
Supplemental learning	\$60,000.00	\$60,000.00
Professional development	\$18,000.00	\$18,000.00
	\$1,116,551.00	\$225,000.00

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?*

Barriers that may exist for Selfridge Public School students include equitable access to technology and internet services, adequate nutrition, health, social-emotional wellness. During the pandemic we know our student subgroups were affected disproportionately. The academic scores of students with learning needs and those from poor households suffered more than other students. This could create an inequity as it increases the achievement gap among this population of students.

Because most of Selfridge students live in poverty we do not have the tax base to update our facilities, curriculum, equipment, technology, and supplemental programs as needed which then becomes a barrier for our staff and students.

The indoor air quality of our classrooms, along with classroom size, access to ADA bathrooms, asbestos, improper ventilation, inadequate security, and portable classrooms that were only meant for temporary space, but are being used for permanent classroom space are all barriers that prevent our staff, and students from providing or receiving a quality education in the funding activities of this grant.

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

ESSER III funds will be used by the district to purchase mitigation supplies to prevent the spread of COVID -19.

Supplies include cleaning supplies, disinfectant, gloves, masks, and any barriers need to keep all individuals at a safe distance while at school.

Prevention Strategies include, but are not limited to: cleaning routines, building improvements in the high school to include ventilation, new windows that will allow fresh air, removal of asbestos, remodeling to add additional space for classes, improvements to make our building secure and ADA compliant.

We will also be erecting a new addition on our high school to hold the elementary students within the same building. This new wing will allow them to have more room, secure building, no asbestos, windows that allow ventilation along with a ventilation system to improve air quality and add additional space to hold classes that can be spread out. Our elementary is currently combination classrooms that are too small for the number of students in those classrooms. They have no ventilation or security. They are not ADA compliant. The rooms are cold and dark.

We will also be updating and renovating the kitchen for easier cleaning and updated equipment to help provide nutritious meals for our staff and students. Adding round tables with chairs that can be moved to allow for separation.

We will be adding touchless water bottle filling stations for use with water bottles for drinking instead of using fountains.

These improvements along with the purchase of new equipment and technology along with curriculum and supplemental materials and programs should help us overcome the barriers to learning loss that our students and staff have experienced.

We have hired a counselor to meet the social-emotional needs of our students.

We will be providing professional development for our staff to learn how to use the technology, equipment, curriculum and supplemental materials along with supporting their health and wellness in providing a quality education for our students.